

The pros and cons of 'only' children

By Diane Banegas

My husband and I had been married less than a year when the questions began: "When are you going to have children?"

When our son was born three years later, I thought the questions would cease.

I was wrong. Joseph had not yet reached his first birthday when it started again: "So, when are you having another one?" My answer: "I don't know if I am."

I can see advantages to the one-child family. It is less time-consuming, less expensive and less constricting to raise one child. But I also wonder if growing up as an only child will be lonely for my son.

Not exceptional

Thirty years ago single-child families were the exception. Today, the average number of children per woman in this country has dropped to 1.8. This trend has prompted new research that shatters the stereotype of only children as spoiled, selfish and socially maladjusted. If anything, their social skills appear advanced at an early age. They tend to be scholastic achievers, making good grades and preferring white-collar professions such as medicine, law or teaching.

But achievement and success don't guarantee happiness. Talk to several adult only children and you are still likely to hear what one mother of two said: "Don't have just one child, it's too lonely."



Yet another only child defends her choice of having a single child: "I don't remember being lonely," she says. "I had a lot of friends while I was growing up and quite a few pets and hobbies."

Parents a major factor

What made the experience of growing up as onlies different for these two? Their parents, according to both, played a major role.

"My mother made certain I had children to play with," the mother of one said. "She encouraged me to be social and involved herself in my life by serving as a Girl Scout leader and taking an interest in my friends and hobbies."

The mother of two said her parents were older when she was born and most of their friends didn't have children her age. She remembers being around adults more than children and very often having no one to play with.

"I don't think I ever had a

friend spend the night," she said. "My parents were good about spending time with me, but that isn't the same as having playmates your own age."

These women give credibility to the advice of psychologists and other child experts: One doesn't have to be the loneliest number if parents recognize that singletons have special needs and they work to meet those needs.

- **Peers.** Peers are important to any child. Enrolling children in play groups or nursery schools teaches them how to get along with other children and how to share an adult's attention. It also gets them used to being separated from their parents.

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Once the child begins school, weekends and vacations can be lonely times. Group activities such as Scouts and 4-H, going away to camp, and having friends spend the night are a few ways parents can help provide companionship.

- **Expectations.** There is often more pressure on the only child to fulfill parental ambitions, hopes and dreams. This can lead to low self-esteem for the child if he repeatedly fails to live up to his parents' expectations.

An honest assessment of a child's talents, capabilities and interests can help curb parental ambition and channel it into appropriate areas.

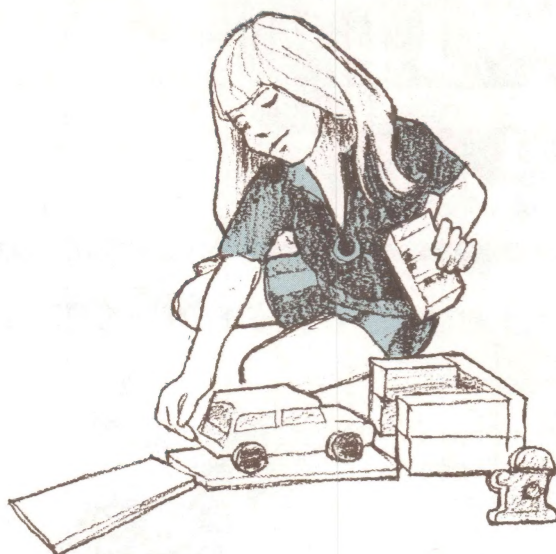
- **Sharing.** Are only children more selfish? Not necessarily. Children with siblings are just as likely to be selfish.

Sharing can be learned from friends, parents and other relatives. The way parents share their lives and their possessions sets an important example.

- **Material things.** Children do reap benefits because money goes further when there is only one child to clothe, feed and educate.

But some parents feel guilty for not giving their child a brother or sister and try to lessen their guilt through gift-giving. Also, parents of onlies may be more reluctant to say "no" for fear of losing the child's love. It's important to establish limits and guidelines early in the child's life. Without them, parents lose their credibility and the child is likely to become confused and insecure.

- **Family style.** It is especially critical that one-child parents not allow their marriage to become a "threesome." A pattern of independence in the early years of the child's life will encourage peer relationships, and keep the child from becoming domineering and having an inflated sense of importance.



- **Growing up.** Parents are often in a hurry to turn first-borns into little adults. We wait eagerly for the first step, the first word, and applaud those achievements handsomely. Children get the message early: "The more I act like an adult, the more attention and admiration I get."

Such precociousness may delight parents but it isn't necessarily healthy for the child. If parents come to expect mature behavior constantly, and at some point the youngster "acts like a child," the parents may be disappointed and the child becomes frustrated.

- **Loneliness.** Only children often make the distinction between being alone and being lonely. They value relationships with other people — friends, family, spouses — but they also value their own companionship and seem to take strength and solace from being alone. They learn how to be their own best friend early in life — a lesson other people may not learn until late adulthood when divorce or death robs them of companionship.

Don't be surprised if your only child chooses to be friends with one or two peers and shuns groups and group activities. Singletons, because of lack of peer contact within the home, are often loners by nature or by

choice. No matter how different this is from the fantasy friendship models which the parents have, they must keep hands off.

Onlies have a future

In the past, single-child families were often the result of infertility or lack of money. Today, personal choice is a big factor.

The availability of reliable birth control has given parents the option of limiting family size. The divorce rate — nearly one out of every two marriages — has also contributed to the trend. Infertility may involuntarily limit family size for older couples. Also, more people are postponing having children until they are established in careers. These couples often find one child easier to fit into their busy lives.

Motherhood, once the sole career choice for most women, is now an option, not an inevitability. Many women today feel that having one child is an ideal way to combine a career and family.

"My son is a huge part of my life, but he's not the center of my life," a mother of one concludes. "I wanted to experience having a child and the greatest part of being a mother is that my son is also my friend."

Diane Banegas is a graduate student in journalism who lives in Gardnerville, Nevada, with her husband and son.

Commuting with children can be safe and enjoyable

By Shelly Bokman Elia

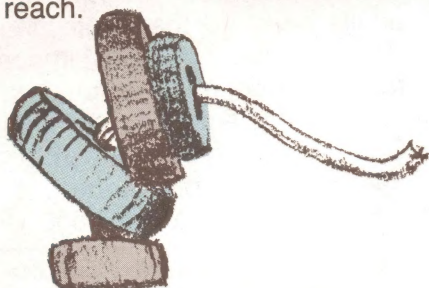
Commuting with a child is a fact of life for many families today.

The mere thought of traveling any distance with your child during early morning or evening rush hours may be enough to make you cringe, but it need not add to your already stressful day. There are plenty of ways to make this a safe and enjoyable time.

Plan ahead

The secret to commuter success is planning ahead.

Be sure your child has used the bathroom before you leave, especially if you're potty training. Put a fresh diaper on your littlest passengers for a comfortable ride. Think about what you or your child will need along the way and have it within easy reach.



Special toys

Have certain toys just for traveling so your child will have something "new" and interesting to play with.

Rather than giving him all the toys at once, give him only one or two and rotate them as he gets bored. Keep a favorite one in the glovebox for an especially grumpy day.

Try hanging toys for small infants to look at and reach for. These can be rotated regularly.

When choosing toys to take on the road with you, avoid balls, balloons or anything that could block your vision.

Play a game

Games are also fun. Ask your toddler to find his nose, his toes and other body parts. Your preschooler can play simple guessing games with you or be on the lookout for such things as yellow buses or red cars.



Books and stories

Driving is also a great time for looking at books. Like traveling toys, rotate traveling books often. Your local library has an inexhaustible supply.

Stories don't always come from books, either. You and your child can make up stories to tell each other. Or it can also be fun to make up a story together. You tell one line and your child tells the next and so on until you have your own special tale. If you're too tired to think, resort to a classic like *The Three Bears*.

Music and singing

Music and singing are enjoyable activities for driving. If you have a cassette player in your car, play your child's favorite tape and let her sing along. You don't necessarily need music though. You can also make up songs to familiar tunes. Action songs which include hand motions will give an energetic child an outlet.

Something to eat

If your child gets hungry during traffic jams, be prepared. Pack a non-messy snack: an apple, half of a sandwich, a granola bar. For drinks use a plastic cup with a lid and drinking spout. A frozen juice box left in the car will be defrosted by evening. Bring a bottle for your infant and pack something for yourself, too, to boost your energy.

Talk and share

Use this time together for talking and sharing. Even an infant will calm down at the sound of your voice.

Encourage an older child to talk about his day, what he's looking forward to doing or who he'll play with. Tell him about your day.

Try to focus on the positive — this is not the time for lectures. If your child has a hard time separating from you in the morning and therefore fusses all the way to childcare, try talking about something she can look forward to that evening: grocery shopping, visiting grandpa or reading a special bedtime story.

Safety rules

Using a car seat is not only the law but it makes the job of driving with small children much safer and easier. A child who is buckled in can't climb around and distract you or be hurt in a sudden stop. No matter how tired or preoccupied you are, your most important task is to get your child and yourself safely to your destination.

If you're traveling with more than one child, they can often play with each other, or they can fight. If you do have to settle a dispute or calm an upset infant, pull off the road. Don't try to drive and solve a problem at the same time.

Shelly Bokman Elia is a mother and owner of two child care centers. She writes frequently on topics concerning young children.

Our kids are going up in smoke

By Corrie Player

"How many packs a day does your child smoke?" asks the poster in the pediatrician's office. The child pictured isn't a pre-teen hiding a stolen cigarette. Instead, it's a toddler, smoke curling around her head, gazing out at passersby.

At a restaurant, a young father cradles his infant daughter. The baby wears a pink jogging suit and little running shoes. The father wiggles his eyebrows, wrinkles his nose, and grins at her. But his affection is overshadowed by the cigarette that dangles from his lip and scatters ashes in her curls.

Since the Surgeon General's report on smoking was published in 1964, irrefutable evidence exists that tobacco poses serious hazards to smokers. Medical and popular literature shout the grim statistics about the effects of smoking: heart disease, cancer, emphysema.

Parents who smoke need to realize that their smoke is posing serious hazards to their children too: the 1982 Surgeon General's report points out that non-smokers who occupy the same space as smokers share the same risks.

"Side-stream" or second-hand smoke that enters a child's bloodstream blocks absorption of oxygen, irritates mucous membranes, constricts small blood vessels, and dumps a variety of poisons in the bloodstream.

A similar effect can be produced by periodically choking a child to unconsciousness. If such oxygen deprivation takes place enough times a day, respiratory problems, brain damage, and stunted growth will occur.

Other complications

An example of complications that can come from exposure to cigarette smoke is the story of three-year-old Matt, who exhibited confusing emotional and physical behavior. Although he had slept through the night since he was six weeks old, he suddenly began waking every hour or two. He continually cried or

wandered into his parents' bedroom, disturbing their sleep. Irritable and weepy in the evenings, his behavior improved slightly on the weekends.

After several trips to the pediatrician and a session with a child psychologist, Matt's parents discovered that his sleep disturbances correlated with his sitter's heavy smoking. The facts that both parents were non-smokers and that Matt's behavior improved on weekends alerted doctors to the source of his problems.

Other complications arising from the chemicals in side-stream smoke are aggression, poor eating habits, and depression.

Children deserve more

Not only do children face physical hazards when their parents smoke, but those children suffer emotional distress when they are old enough to know what's going on around them.

"Studies suggest that smokers' infants may have developmental abnormalities that persist into childhood. Older children of mothers who smoke have deficits in not only physical growth but also in intellectual ability and emotional development.

"They also have higher rates of illness and mortality . . . more and longer hospitalizations and more visits to the doctor . . . more pneumonia and bronchitis. Sudden Infant Death Syndrome (SIDS) also occurs more frequently among children of parents who smoke."

— Tulsa Youth Clinic and PruCare Pediatrics

Smoking dangers are well-documented on television and radio. Most school systems teach the perils of tobacco in science, social studies, and health classes.

Children of smoking parents worry about what their parents are doing to themselves. One single mother of three quit smoking when her youngest sobbed, "Mommy, where will we live when you die from cigarettes?"

Parents who smoke in the face of medical facts are sending the message, "I don't care about me." They are also sending other messages:

- Pleasure is more important than safety.
- If it feels good, do it — regardless of the consequences.
- And, as the hazards to non-smokers become more apparent, children receive the message: "I don't care about you, either."

Children cannot protect themselves from these preventable health threats. Responsible adults must do that protecting. We must guard our most important resource, our children, from physical and emotional damage. Smoking mothers and fathers need to stop avoiding the truth. They need to stop smoking.

Corrie Player is the mother of eight children ranging in age from six to 22. Her articles about children and families have appeared in several national magazines. She holds a master's degree in education and English from Stanford University and teaches writing in public and private schools.

Research Briefs

Excerpts from child development research

Firstborns use same tactics to recapture Mom's attention

Chicago—A new study suggests that children experiment with different strategies to win Mother's attention back after the birth of a sibling, and that the tactics follow much the same pattern.

The tactics fell into three categories:

- Imitation of the new baby.
- Confrontations.
- Anxiety behaviors.

Imitation included returning to babyish behaviors (demanding a bottle or pacifier, baby talk, abandoning toilet training.)

Confrontations were both verbal and physical, with hitting, squeezing, kicking.

Anxiety behaviors included whining, clinging, withdrawal, and being inseparable from security items.

*Growing Child Research Review
Volume 5 Number 11*

Language difficulties cause continuing problems

Los Angeles—Children with speech and language disorders often develop psychiatric problems as well. Researchers now report that these emotional problems can persist—or even start—after the language difficulty has been eliminated.

When researchers observed 600 children at a speech clinic in 1977, they found that almost half also suffered from psychiatric disturbances. The problems included hyperactivity, anxiety disorders, shyness, and inappropriate behavior at school.

When 300 of the child were reexamined five years later, psychiatric problems had risen from 44 percent to 60 percent.

Children who had problems with language itself (meaning, vocabulary, and grammar) were at higher risk of developing psychological troubles than those who had difficulties with speech production (stuttering, lisping).

*Growing Child Research Review
Volume 5 Number 10*

Study finds physical punishment ineffective

Washington—Babies who receive physical punishment are less likely to obey restrictions than those whose parents use other forms of discipline, a small study shows.

The researchers observed a group of 14-month-olds at play with their mothers in a lab setting containing some breakable objects.

The mothers who relied most on physical punishment (slapping hands) seemed to offer their offspring fewer opportunities to investigate unbreakable as well as breakable toys. Their toddlers hesitated before reaching for any object. But when they grabbed, they went for the breakable items more persistently than tots whose mothers relied on verbal reprimands.

Seven months later, the same toddler were given tests of development. The children whose mothers habitually relied on physical punishment scored lower than those whose mothers used physical discipline occasionally or not at all.

*Growing Child Research Review
Volume 5 Number 10*

Two years too young to test for impairments

St. Louis, Mo.—Two is the traditional age to evaluate the mental and physical development of extremely low birthweight children. An Australian research team has found that the two year assessment often underrates the children's potential.

Retests at age five revealed that 31 of 55 children tested improved their IQ scores. Only 14 tested at the same or lower level.

The researchers speculate that the children's extended hospital stays during their first months of life had caused many to lag behind in the acquisition of "symbolic thought processes" such as language. Given time for consolidation, most caught up by five years.

*Growing Child Research Review
Volume 5 Number 11*

The Back Page

Thank you! Thank you! Baby pictures a big hit

Thanks to all of you who sent in the delightful pictures of your children! It just made our day to see all those bright-eyed, charming children you are so proud of. You'll be seeing more of the contributions from time to time in *Growing Parent*.

One of the most entertaining sets of pictures we received featured Timothy Doubek, son of Mr. and Mrs. Ted Doubek, of Westmont, Illinois. Tim was having quite a conversation with Wendall Fernando, his doll.

His parents' comments: "Tim was 4 1/2 months old when these pictures were taken and we found that he looked better in the hat than Wendall did! He is now nine months old, has eight teeth that can eat anything and everything, and he's walking. After these pictures, we nicknamed him 'Timbo.'"

Be sure to include your name and address when you write

Growing Child receives quite a volume of mail each month, dealing with a variety of topics—missed issues, requests for back issues and additional information, etc.

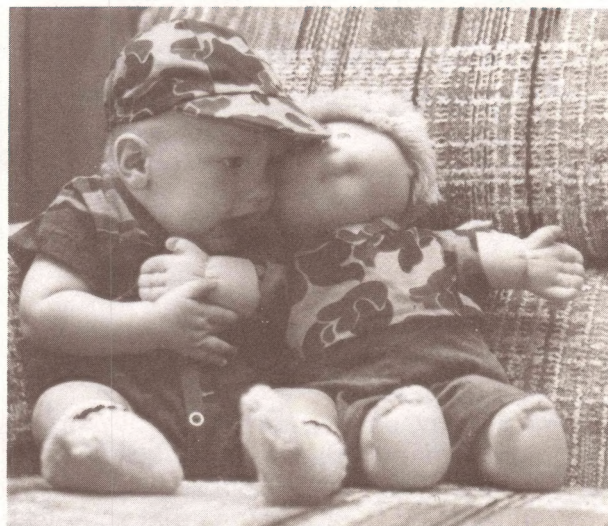
We try to answer each letter we receive, but sometimes we can't because there is no return address.

So PLEASE be sure to put your name and address on your letter as well as the envelope. We want to be sure you receive a reply.

Where can parents leave children for overnight or longer vacations?

A reader asks: What do people do when they want to take a vacation without their children? We don't have any family, our friends have young ones of their own, and we've had no luck finding anyone (paid) to stay with them.

If you have ideas, send to *Growing Parent*, P.O. 620, Lafayette, IN 47902.



The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
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On TEMPO Television formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30 AM PT
Wednesdays	8:00 PM ET	5:00 PM PT
Thursdays	2:00 PM ET	11:00 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

Check local listings for times and channels

Activities

When doing these or any other activities, please be careful! Do not leave long strings, small pieces, or sharp objects where young children can reach them.

BABY

Magic tricks

You need:

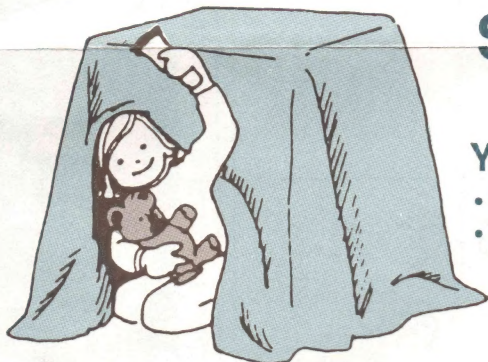
- Several colorful scarves
- Paper towel tube



You do:

Tie several scarves together and stuff inside empty paper towel tube. Let baby pull on one end.

TODDLER



Secret hideout

You need:

- Old blanket or sheet
- Table

You do:

Drape a blanket or sheet over a table. Give toddlers a few favorite possessions, a flashlight, and no interruptions.

PRESCHOOL

Bubble play

You need:



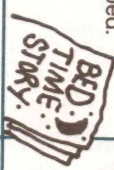




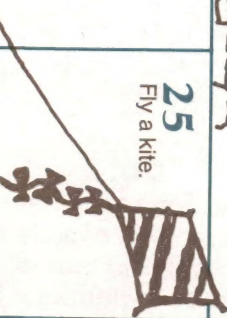
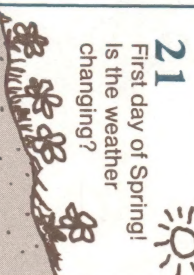

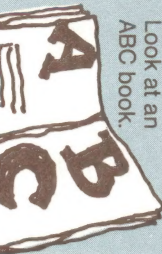
- 1 quart warm water
- 1/4 cup liquid detergent (Joy or Dawn work well)
- Straws, spools, six-pack rings, wands saved from commercial bubble mix



You do:

All you really need to blow a bubble is a circle made of your finger and thumb, but try all kinds of items for bubble pipes. If you add a little glycerine (available at drugstores) and a pinch of sugar to the bubble mix, the bubbles will hold their shape longer.

Fun things to do in March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
 <p>6 Go to a railroad track and watch the train go by.</p>	<p>1 Did March come in like a lion? What's a lion?</p>	<p>2 Hang a large mirror on the wall at Youngster's level.</p>	<p>3 Sort socks by color.</p> 	<p>4 Read a story about bedtime before going to bed.</p> 	<p>5 Make an obstacle course out of boxes, pillows and furniture.</p>	<p>12 Breathe on a window and then draw a smiley face on it.</p>
<p>7 Shine a flashlight around a dark room. Let Youngster follow the beam with his eyes.</p>	<p>8 Play with a shape sorter.</p> 	<p>9 Plan a menu for tomorrow with Youngster's help.</p>	<p>10 Kiss Mom and Dad 5 times each.</p> 	<p>11 Visit an airport. Watch the planes land and take off.</p>	<p>18 Mom and Dad's night out. Youngster can spend the night with a friend.</p>	<p>19 Put some rice in a small box and tape it shut—it's a rattle or a rhythm instrument.</p>
<p>13 Oldest and youngest sing a song for the rest of the family.</p>	<p>14 Styrofoam™ balls are great bathtub toys.</p>	<p>15 Re-create a show you've seen with your own puppets.</p>	<p>16 Make green jello. Talk about each step.</p> 	<p>17 ST. PATRICK'S DAY Wear green today.</p> 	<p>24 Count your teeth.</p>	<p>25 Fly a kite.</p> 
<p>20 Take a walk in your neighborhood. Talk about what you hear.</p>	<p>21 First day of Spring! Is the weather changing?</p> 	<p>22 Where are your wrists? What do they connect?</p>	<p>23 Play a kazoo.</p>	<p>31 Did March leave like a lamb? What's a lamb?</p> 	<p>26 Hang an old sheet on the wall and let Youngster paint away!</p>	<p>27 PALM SUNDAY What does "palm" refer to?</p>
<p>28 What does a diamond look like? Look for this shape in your home.</p>	<p>29 Look at an ABC book.</p> 	<p>30 Start some seeds for a window garden in Youngster's room.</p>	<p>31 Did March leave like a lamb? What's a lamb?</p>	<p>26 Hang an old sheet on the wall and let Youngster paint away!</p>	<p>27 PALM SUNDAY What does "palm" refer to?</p>	<p>28 What does a diamond look like? Look for this shape in your home.</p>

Growing Child
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For children 6 months to 6 years

Clean hands feel good

By Connie Soth and
Marietta Sorenson, RN

Is washing hands before meals a habit at your house?

Most parents will admit: "It's easy to forget — even I forget sometimes to wash my own hands." And after everyone is finally corraled at the table, taking the kids to the bathroom to wash may be just too much trouble.

Some parents add: "Besides, how dirty can we be? We keep a clean house; our dishwasher sterilizes the dishes; we shower regularly."

The widespread neglect of handwashing is serious. The need to teach the handwashing habit to children comes into sharp focus when we face the fact that as a nation we talk clean but live dirty. On each inch of unwashed skin, 40,000 microscopic bacterial organisms swarm and multiply. Beyond spreading colds, these organisms can cause food poisoning, diarrhea and Type A hepatitis. But a brisk washing with warm water and soap will remove 95 percent of those unseen beasties.

Handwashing is vitally important to our health. By setting up a few simple rules, you can teach your children that washing their hands is fun and feels good. You can instill a lifelong habit by employing the "do as I do" as well as the "do as I say" principle. And since your best chance to influence your children is from their infancy to age five, now is a good time to get started on your own



"Clean-Hands-Feel-Good" plan.

Start with you

- Make a contract with yourself that you will always wash your hands before preparing food and before eating food. Then, add these "afters:"
- (After) using the toilet or helping a child use it.
- Changing diapers.
- Coming home from any public place.
- Handling money.
- Blowing your nose or touching your hair or any private part of your body.
- Handling an animal.
- Helping care for someone who is ill.

Following up

Try any or all of the following to help your resolve.

- Make a chart for the bathroom wall where all family members can record with markers or stickers the number of times they wash their hands. A wide border would have space for outlines of everyone's hands. Big hands and little hands dramatize the family effort.

- Talk to your baby about being clean while changing diapers, and be sure to wash your hands when you are finished, letting him/her see you wash.

- Potty-training time can reinforce the handwashing pattern begun with diapering. The child old enough to sit on the potty

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You can make regular handwashing a habit at your house.

Active games for busy lives Page 3

Four quick and easy games to ease end-of-the-day transitions and tensions.

How selfish should a mother be? Page 4

Learning to define—and claim—your own personal limits.

Dear Growing Child Page 5

On mealtime battles and ear infections.

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On talk in day care, food allergies, homosexual histories.

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should have hands washed afterwards even though you did the wiping. As you both wash, tell your child, "This is what we do." A little made-up song sung along with the routine will help set a good habit.

*This is the way we wash our hands,
wash our hands, wash our hands —*

*This is the way we wash our hands
after we go potty.*

Use the same song for other handwashing occasions, changing the last phrase:

... before we eat our dinner

... after we play with doggie.

... when we come home from school.

Encourage vigorous lathering with soap (friction is the prime cleansing factor), rinsing with plenty of warm water, drying on a clean towel.

Encourage water play

Allowing children to play in soapy water can calm an overstimulated child at the same time it reduces incidence of impetigo and other skin diseases children are exposed to once they go to daycare or kindergarten.

Handwashing as a pleasant experience can be a natural tranquilizer, a good alternative to the kinds of discipline that cause stress for child and parent alike.

Let the dishwasher rest and allow your child to hand wash a few dishes. This novelty entrances the child accustomed to seeing a machine do the dishes. A large waterproof apron and a step-stool will help him or her feel comfortable.

(I remember my mother letting me wash the dishes. Sometimes, it took me an hour, pouring water back and forth from cups to bottles while I sang myself a little story. I loved to stir the water into a soapy froth with the eggbeater, to blow bubbles that made rain-



bows. Wisely she let me go at my own pace — the dishes did get washed and my hands, though wrinkled, were clean.)

Fun and practical things

- Provide bright-colored towels (perhaps those printed with cartoon characters). Funny-shaped soaps coax the reluctant child to wash. A tip-proof step-stool gives the toddler safe access to the washbowl. A soft handbrush keeps fingernails and knuckles clean.

- Talk to your child about washing hands. Tell, or make up, comical stories about when Mom or Dad were little and how they learned to wash their hands.

- Train older children to help younger ones. Example: "Take Johnny with you when you go to wash your hands, Teddy. See that he washes, too."

- Make sure visiting chil-

dren observe your handwashing rules.

Above all, help your children enjoy having clean hands. Let them know it is okay to get their hands gooey fingerpainting, sweaty playing ball, dirty helping Mom in the garden, greasy helping Dad in the garage, but also that "time to wash your hands for dinner" is the signal for another okay-kind of thing.

The pleasure of exchanging gritty paws for clean-smelling hands will help everyone in your family be happier — and healthier.

Connie Soth, an award-winning writer, columnist and book reviewer, draws upon her experiences as wife, mother and grandmother for much of her work.

Collaborator Marietta Sorenson, RN, Director of Public Health, Washington County, Oregon, crusades ardently for the clean hands habit.

Active games for busy lives

By Lorraine Houser

Evenings for today's busy families can be extremely hectic.

Adults and children alike are often keyed up at the end of the day. They arrive home from work or activities frazzled, hassled and rushed. Parents need to do several things quickly while children compete for the spotlight.

It can be a frantic time for everyone, but it doesn't have to be. A quick, active game will provide quality transition time, calm everyone's frayed nerves, and make the evening much more pleasant and relaxed.

The following games are perfect for such times. Children as young as two and as "grown up" as six and even seven will enjoy them. None of the games require a great amount of time and no preparation is needed. Open floor space to move around is really all you need. For some, only your supervision is necessary, though involvement usually proves to be more fun.

Stop-and-Go Dance Game

This game requires lots of space for free movement. Have everyone spread out, at least an arm's length from each other.

One adult stays by the radio or stereo and uses the volume button to signal the starting and stopping of the dance. Turn the volume up, and the children dance as fast and with as much action as they can. Turn the music down, and everyone must immediately sit down. Turn the music up . . . dance, turn the music down . . . stop.

The ABC Jumping Song

For this game you'll need about a 24-inch circle of open floor space per person. Have everyone at least an arm's length from each other.

Sing the ABC song, and with each letter jump one time. Variations for older and more coordinated children who need more of a challenge are jumping side-to-side and back and forth, swinging arms at the same time.



Row, Row, Row Your Boat

For this game you don't need as much space, but you do need an even number of children or, better yet, an adult to even the number. Get a partner and sit on the floor facing each other with your legs straight out in front. Put the soles of your feet together, if you can. If you can't (such as with the small child/adult combination) put the smaller person's legs on the inside of the larger person's. Grasp hands and hold on tight.

As one person leans back, the other leans forward and vice versa. Do this in time while singing *Row, Row, Row Your Boat*. The first time sing and "row" at a slow, easy pace. Repeat a second time, singing and rowing faster. Repeat a third time, singing and rowing as fast as you can. This one is very good for strengthening stomach muscles on children as well as adults.

Magic Rocks

This game requires only two things: some open floor space and a good imagination. Everyone, children and adults alike, begins by crouching down on the floor, curled up in a small ball, face hidden, and becomes a "Magic Rock."

When everyone is in the "rock" position, chant the magic words . . . "Magic Rocks, Magic Rocks turn into a _____." Fill in the blank with your choice of animal, insect, machine, or whatever. The sky is the limit.

As the last word is spoken, everyone becomes that object or animal. They slither, crawl, scamper, hop, fly, flap, roll or whatever action is necessary to act the part to the best of their ability. And don't forget sounds. Whether real or imagined, each thing should make a sound. After about 30 seconds, the adult yells "Magic Rocks!" and everyone becomes a rock again. Repeat the entire process as many times as you like or have time for.

This game is a nice wind-down to the others and a great way for children to experience improvisation at an early, wonderfully creative time in their lives. And, by taking control of the last two or three choices and having the "Magic Rocks" turn into quiet things, such as a snoring bear, a purring kitten or a lazy turtle, you can end the game on a tranquil note.

All of these games can be changed or rearranged to fit your own needs and surroundings, but all are guaranteed to provide fun and quality time. And after any of these games, you as well as your children will be much more relaxed and calm, ready to face the evening ahead.

Lorraine Houser is a sales representative for an industrial printing company, a mother of three children and a freelance writer of articles and fictional stories. She is currently writing a novel.

How selfish should a mother be?

By Vicki Giles

It was midmorning and my daughter and I had already experienced a crisis. She had chosen oatmeal to eat and I was preparing my breakfast of leftover au gratin potatoes.

The potatoes were just coming out of the oven when she brought her empty bowl to the kitchen. "What's that, Mom?"

"Au gratin potatoes left over from last night."

"Could I have some?"

There was exactly enough in the bowl for one portion — mine.

"No!" I shouted. Then more softly, "I'm really sorry, honey, but I have not had breakfast this morning. I want these potatoes."

She loomed by my chair, commenting how good the potatoes smelled and how sad she felt. I angrily sent her upstairs. "That won't make me feel any better," she screamed. "I can still think about them."

A simple tale, really, yet the incident put my daughter in a bad mood and the next hour was very unpleasant for us both.

A matter of selfishness

The issue here is not one of power. It is one of selfishness. I have learned to be more selfish and I'm proud of it.

At one time, I would have given my child half the potatoes. And I would have been angry at the child and angry at myself.

We all have areas in which we feel selfish. For some, it is going out at night. For others, it is meditating, exercising, or writing behind a locked door. It may be something as simple as eating one's food undisturbed.

Relearning self-indulgence

The newborn period requires a woman to dedicate herself so totally to the needs of a helpless



infant that she must later *relearn* the art of self-indulgence. Ideally a mother can find a balance between nurturing others and spoiling herself.

In reality, women may forget that finding time for self-enjoyment takes a lot of work and imagination. It may actually be easier to "let it go." But at what cost? A mother who is worn out and unhappy cannot adequately cope with her family's needs.

What matters?

What really matters? Each mother must answer this question for herself. I have learned that I am capable of a lot of loving and giving, *but there are limits*. For each mother the limits are different. Further, these limits change as the family grows. Only I can decide which things to indulge my children in and which things to deny. Comparing my family to another and saying, "I'm the only who does/doesn't, allow this," is useless. The things that drive me absolutely crazy may seem humorous to my neighbor.

Especially during my most stressful periods I must take time to ask myself, "What do I want?" Small children cannot be expected to understand that I have needs. All children are naturally self-centered. Add to this the fact that most fathers feel just as stressed as do mothers, and it becomes obvious that *pleasing myself is basically my job and no one else's*.

It's up to you

It is up to each and every mother to ask herself what she really wants and to find ways of fulfilling her wants. It may require asking for help. It may even require demanding help. And it will definitely require occasional acts of pure selfishness. If a woman will not concentrate on herself once in a while, how can she expect anyone else to concentrate on her? How will her children learn to respect her desires if she does not recognize and respect them?

Fear of success or failure and feelings of exhaustion and frustration keep many women from being as selfish as they ought to be. My turning point came when my husband responded to one of my crying jags by saying, "You've dug yourself into this hole, and you're going to have to dig yourself out." It sounded cruel, but I finally stopped saying, "I *cannot* do this and I *cannot* do that."

No limits

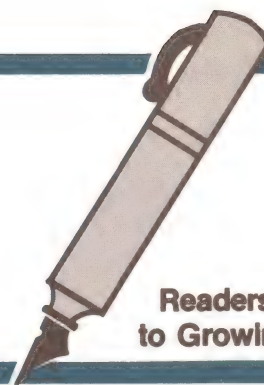
I can do anything! Some things I choose to do later. Other things I have let go because they are not worth the agonies. Still other things I do under a barrage of anger and hurt from children and/or husband. But they get over it and continue to love me even as I love myself for the whole person which I have become.

My children will always get the best of everything, including a role model who loves herself and respects her own limits. I do not need to sacrifice my own life to help my children grow into the kind of people who will feel successful and happy.

And I'm not giving up my au gratin potatoes!

Vicki Giles is a part-time actress and full-time mother who has written frequently on topics of interest to families. She lives with her husband and two children in the village of Oberdorfelden, West Germany.

Growing Dear Child



Readers write
to Growing Child

Eliminating mealtime battles

Re: "Eliminating Mealtime Battles" (July 1987). As a parent and a psychologist I would never suggest or teach food to be a battle ground. To me, it is not a control issue. It is a place to teach interest, discipline, good manners, and nutrition.

With regards to not acting eager about what the child eats, I would do exactly the opposite. The excitement and the rewards are what gets the interest and makes the child want to eat and learn healthy nutrition.

There is no reason a child who is hungry should be told it is not OK. As an adult I have the power to go to the refrigerator any time I want. I don't see any reason why a child can not have the same privilege.

Julie Ann Allender
Lebanon, PA

More on mealtime battles

I must take exception to "Eliminating Mealtime Battles" (July 1987).

First of all, why not prepare an easy alternative selection for a picky eater? If noodles are all your little one loves, how about a macaroni side dish, so that she gets some needed nutrients.

Secondly, I strongly protest the "ho hum" approach to not eating and then setting up a situation where dessert portions are used as punishment. There is no better way to create nervous eating disorders than to instigate rewards, punishments, and anxiety over food situations.

A better way to handle dessert is to not make it a regular part of every meal. If you cannot survive without an evening sweet, offer a nutritious snack later in the evening. If you feel you must

serve a regular mealtime dessert, make one that is healthy and nutritious. These kinds of desserts might be homemade oatmeal and raisin cookies, strawberry shortcake (long on strawberries, short on cake), or fresh fruit.

And why shouldn't an apologetic child who has misbehaved be allowed to return to the table? After all, isn't forgiveness part of love and accepting one's expression of anger part of caring?

The suggestion of eliminating prodding and tension was good but some of the methods seemed counterproductive and harsh. I'm disappointed that some of your articles seem to consider the child's feelings last when resolving domestic difficulties.

We should provide examples of caring, loving childrearing. Our little ones should not be viewed as searching for manipulative control of daily power struggles but as confused and curious little people who are learning to cope with their baffling and sometimes scary world. We must be their helpers, not their adversaries.

Deborah Nanni-Zacher,
M.A., C.C.C.
Moorestown, NJ

Effects of ear infections

I would like to clarify a point made in an article dealing with the pros and cons of ear tube insertion which stated "...it is now widely believed that children can conquer or compensate for the deficiencies resulting from temporary hearing loss...."

This is indeed a widely-held assumption; however it is not necessarily a valid one.

Briefly, fluid collected in the middle ear prevents proper vibration of the eardrum, causing a

high-frequency hearing loss which fluctuates in severity. Since this fluid may not be infected, pain may not be a symptom, making the loss virtually undetectable except by means of a hearing test. The hearing loss may therefore continue for extended periods of time (and in a child's speech-language development, six months is a significant interval.)

Intervention is highly desirable. While the exact form of intervention is up to the parents, the first step is awareness of the problem. Have your child's hearing tested early and regularly. Stimulate speech-language growth by talking to your child frequently, giving him many opportunities to talk, and by praising for each effort rather than expecting perfection.

Janet Lockhart, M.S., CCC-SP
Salem, OR

Family values important

Your publication is terrific! You speak to many vital issues and a variety of child rearing situations.

I especially appreciate your positive feelings regarding the family. It seems you do value the role of motherhood.

Jaynie Rinser
Boring, OR

"Dear Growing Child" is a forum for our readers to share their personal thoughts, opinions, comments and experiences. We welcome your responses to questions that appear periodically. The letters published do not necessarily represent the views of *Growing Child*.

All letters to the editor will be treated as having been submitted for publication. If you do not want your correspondence published, please specify this in your letter. Names withheld upon request. We reserve the right to edit for publication.

Research Briefs

Excerpts from child development research

Good daycare marked by talk between adult and child

New research indicates that children in day care profit most from a verbally stimulating environment in which adults and children are frequently engaged in conversation with each other.

Some other findings:

- Verbal interaction with peers, perhaps because it replaces the more important caregiver talk, appears to have negative effects on social development.
- Both parents and caregivers in centers with higher amounts of adult-child talk rated the children as more considerate. Caregivers also rated them more sociable, intelligent, and task-oriented.
- Caregivers in centers with higher levels of child-to-child talk rated the children as more aggressive and anxious.

*Growing Child Research Review
Volume 5 Number 12*

Real food allergies uncommon

Negative reactions to foods are common in children and a youngster is often labeled "allergic" on the basis of them.

Results of a large follow-up study indicate, however, that in a majority of cases the allergy label is inaccurate and the food either was innocent or its effects transitory.

The study of 480 children found that only eight percent truly suffered food related reactions. Even those children whose reactions were directly traceable to food or juice did not seem to remain sensitive to them very long.

If it is suspected that a child's symptoms are related to food, try these steps.

- Eliminate the questionable food for seven to

14 days to see if symptoms vanish.

- If symptoms disappear, reintroduce the food into the diet in a small quantity and then by increasing amounts.
- If the food still causes a reaction, eliminate it for one to three months.
- Reintroduce at regular intervals, always beginning with small quantities.

*Growing Child Research Review
Volume 5 Number 12*

Homosexuals wanted to be girls

One trait that distinguished boys who grew up to be homosexuals from other effeminate boys in a recent study was their intense, expressed desire to be considered a girl.

The boys also had some childhood experiences in common:

- Many did not have close relationships with their fathers.
- Many had been born to parents who wished for daughters and dressed them as girls in the early years.
- Some parents often commented that their boys would have been "beautiful girls."
- Many had suffered serious illnesses in childhood.

*Growing Child Research Review
Volume 5 Number 12*

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

March 14	8:00 PM Eastern Time
April 14	2:00 PM Eastern Time
June 6	8:00 PM Eastern Time

Check local listings for channels

These brief reports are presented to add to readers' general knowledge of research being done in the child development field. Inclusion of an item does not imply that Growing Child recommends any particular practice, theory, or finding.

Activities

When doing these or any other activities, please be careful! Do not leave long strings, small pieces, or sharp objects where young children can reach them.

BABY

Water Bottle

You need:

- Empty 2-liter soda bottle
- Food coloring
- Water
- Plastic tape



You do:

Fill the bottle 2/3 full with water and tint it with the food coloring. Replace the cap securely and put tape around it. Put the bottle on the floor. When baby pushes it, the water will slosh and bubble. This is a great toy for crawlers and creepers.

TODDLER

Nose Button Game

You need:

- You and toddler



You do:

Ask your toddler to press on the end of your nose. When he does, stick out your tongue. Have him pull your ear, and when he does, move your tongue toward that ear. Ask him to press your chin, and respond by nodding your head. Take turns!

PRESCHOOL

Indoor Sand or Salt Box

You need:




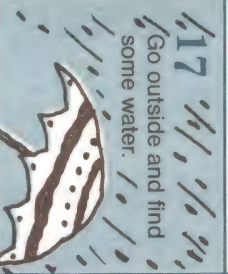
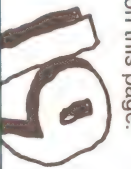

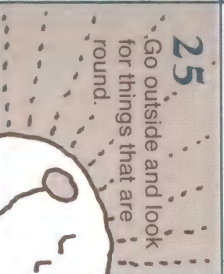
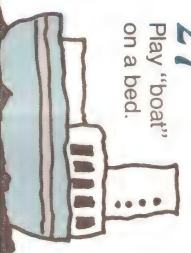
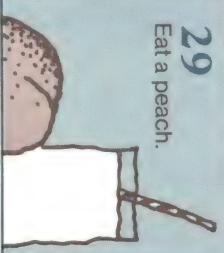
- Newspapers or plastic drop cloth
- Shallow pan
- Sand or salt
- Kitchen items: spoons, sifter, scoop
- Popsicle sticks, straws

You do:

Put newspapers or cloth under the box to protect the surface. Fill the container about 3/4 full of sand or salt. Use the kitchen items for pouring, scooping, sifting, poking. Use the sticks to draw pictures and practice numbers and letters. Use the straws for construction.



Fun things to do in April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<div>  <p>Growing Child A Division of Dunn & Hargitt, Inc.</p> <p>For children 6 months to 6 years</p> </div>						
3 EASTER Attend the church of your choice.	4  Read a book about spring.	5 Hand exercises: Open, shut them—open, shut them...	6 Count the numbers on a clock. 	7 Sit on the floor and roll a ball back and forth to each other.	1 GOOD FRIDAY APRIL FOOL'S DAY	2 PASSOVER What does this word refer to?
10 Potato printing. Cut a potato in half and carve a shape out of the flat side. Press in paint and print.	11 Where are your knees? Draw funny faces on them with make-up.	12 What is the bright object in the sky that gives us light during the day?	13 Make a paper airplane. Fly it to Youngster.	14 Learn the words of a new song.	15 Go outside and touch a tree. What does it feel like?	16 Paint scraps of wood (that have been safely sanded down by an adult).
17 Go outside and find some water. 	18 Eat a yellow vegetable.	19 Look for the number 9 on this page. 	20 Play peek-a-boo with a towel.	21 Wear stripes today. 	22 Arbor Day. Buy a new plant (or give one to a friend).	23 Make bean bags. Fill old socks with beans and then sew them shut.
24 Put Youngster in a bicycle seat and take an afternoon ride.	25 Go outside and look for things that are round. 	26 Have you seen a butterfly this spring?	27 Play "boat" on a bed. 	28 Where is the left side of your body?	29 Eat a peach. 	30 Go out for breakfast.

Learning to swim as an adult

By Thomas J. Slavin

The time has come: your child is old enough to learn how to swim. What do you do if swimming is something you never learned yourself? You have two choices: overcome your fear of the water or pass this fear on to your child.

Parents who can't swim aren't able to share the fun of water play. They also must live with the knowledge that in an emergency, they could not safely dive in and swim to a child's aid. The obvious solution is to learn how to swim now, as an adult. Here's what to expect from adult swim classes.

Overcoming fear

Fear is the biggest obstacle for an adult learning to swim. In fact, the first level in teaching a beginner in the Red Cross Program is "Emotional and Physical Adjustment."

The class begins in the shallow end of the pool. Here the instructor will test everyone to separate the absolute beginners from those who have some swimming skills.

Such a test might consist of having each person glide forward in the water and try to swim a few strokes. This helps determine how relaxed or fearful a person is. A class might then be divided into two groups: beginners and advanced beginners. The lessons are essentially the same, but the pace is different.

Float first

Floating is one of the first skills taught. The instructor will point

out that it is impossible (almost) to sink. The body is naturally buoyant, especially in deeper water. This is reassuring for beginning swimmers to hear. Women may have an easier time floating than men because women have an extra layer of fat which helps keep their legs buoyant. But even men, with a gentle kicking motion, can keep their legs from sinking.



During the first few classes, most of the time is devoted to learning the front crawl (what is commonly thought of as "swimming"). The instructor will demonstrate the proper method for breathing and will spend a lot of time on it because learning to breathe properly is the essential skill in learning how to swim. Breathing naturally — especially exhaling underwater — is sometimes difficult because of the instinct to hold onto that last breath of air to avoid "drowning." As swimmers learn to control their breathing, they also gain control of their self-confidence.

Other strokes

Adult learners may practice the following strokes: floating on one's back, the front crawl, the

Continued on next page

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It's never too late to try, and can open a world of sharing with your child.
- Family counseling** Page 3
When things get out of hand, a counselor can help put your family back on track.
- Video cassette recorders** Page 4
Guidelines for a new technology.
- Small children need big friends** Page 5
Wit and wisdom from Captain Kangaroo's Bob Keeshan.
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elementary backstroke (imagine a frog swimming on its back), the back crawl (actually a reverse of the front crawl), the survival float, and treading water.

Successfully learning to tread water serves as a real confidence builder for many begin-

ners. Relaxation is the key to making it easy and not so strenuous. The more the muscles relax, the more buoyant the body becomes, and the easier treading becomes.

To the deep end

Towards the end of an adult

swim class, one can expect to progress to deeper water. Perhaps the instructor will ask the learners to jump into the deep end wearing a life jacket. For the more fearful, just successfully doing this is a significant triumph.

Undoubtedly, for many adult beginners, swimming the width of the pool in the deep end for the first time is a major milestone. It is also a moment of high exhilaration. Learning a complicated skill like swimming is a real boost to one's self-confidence.

Water safety tips for parents not ready for swim lessons

Some parents may not feel quite ready for adult swim lessons. This does not necessarily mean that they must completely avoid the water and swimming pools. These parents need a keen interest in water safety simply because they are more vulnerable in the water than people who know how to swim.

Moreover, non-swimming parents need to ensure that their children adhere to proper safety rules around the water.

Personal water safety

- When at a public pool, always be sure there is a lifeguard on duty.
- Stay in the shallow end of the pool. Until you know how to swim, it is rash and risky to venture into deep water, even holding onto the side of the pool.
- Don't drift out in water on flotation devices. Again, this situation is fraught with danger if for some reason the flotation device should fail.

Child's safety in home pool

- Never permit your child to be in the water alone. Constant and responsible supervision is a must.
- Learn how to administer cardiopulmonary resuscitation (CPR).
- Have rescue equipment readily available and know how to use it.

In an emergency

- If your child needs rescuing, never enter the water to help (unless in shallow water). Only someone who can swim, and preferably is trained in lifesaving techniques, should attempt a rescue in the water.
- If your child is within arm's reach, lie flat on the deck of the pool and extend an arm toward your child. Grab your child's wrist or arm and pull him to safety.
- If your child is too far away for reaching, throw a ring buoy. Aim the throw behind your child and pull it towards him, telling him to grab onto it. (A line, spare tire, or other buoyant object can be substituted for a ring buoy).

— TJS



Sometimes people ask what they can do in advance to prepare for swim classes. Many instructors recommend simply putting one's face under water and blowing bubbles.

The first required step for success in swimming is the desire to learn. Parents who have successfully taken the big dip can finally appreciate the joy of relaxing by — and in — the water.

Tom Slavin, who recently survived adult swim classes, also writes on drier topics as a full-time technical writer. Tom resides in Frederick, Maryland with his wife and two daughters.

Family counseling — can it help you?

By Sandy Stiefer

Christopher's mother doesn't enjoy being a parent anymore. She feels exhausted all the time, even first thing in the morning. She's frustrated and unhappy.

Lately, Christopher has been very hard to handle. She doesn't know what to do or what to say to him anymore. At four-and-a-half he's a tyrant. He's stubborn, demanding, resistive, complaining and angry.

One night, after Christopher's bedtime has again deteriorated into a scream session between mother and son, she locks herself in the bathroom and cries.

Three-year-old Nikki asks for a piece of candy. She's just had one, and her mother had said that one was the limit. But Nikki demands another. She begins to jump up and down, screaming and demanding the candy. Mother yells at daughter, repeating that one was all she could have. Nikki, in a fit of rage, tears the cushions from the couch and knocks magazines from the coffee table. Mother reaches into the cabinet for another candy, and holds it out to her daughter, who now smiles and calms down.

Being a parent isn't easy. With all the stages of growth children go through, we must be ever alert to changes.

But some stages are definitely more difficult to handle than others — and the stress these stages cause can wear you down, leaving you with parental burn-out.

The signs of parental stress are insidious. You may not even realize you are fatigued, angry, depressed or withdrawn. All you know is that you are tired of conflict with your child. You begin to avoid arguments whenever possible. Like Nikki's mother, you give in to temporarily end a problem. Like Christopher's mom, you may find yourself suddenly crying in the bathroom, overwhelmed by the stress. This is when a family counselor can help you focus on the problem, identify it, and solve it.

How it starts

When a child's behavior seems to become worse and worse, it may be because of the

way parents handle it. When both mother and father work full-time, inside or outside the home, there's not always a lot of patience and energy left at the end of the day. Parents may begin to take the easier way out of conflicts by giving in or withdrawing. But after a while in this pattern, the family finds itself in trouble with children and situations out of control.



How counseling helps

Counseling can help you regain control. Having someone to listen to you, offer professional advice, and then support you in your actions helps keep you on track. It may be difficult at first to turn things around, to discipline your child and remain consistent

about it — especially when he fights it, as he is bound to do! This is when support can be vital.

Family counseling also helps in other ways. When family dynamics are improved, family life in general improves. You find yourselves enjoying each other again. The bonds that have been weakened by stress and bad behavior will be made strong once more.

What you can expect

What can you expect from counseling?

Counseling begins with acquainting yourselves with the counselor. You will talk about yourselves, and about the goals you wish to achieve through counseling.

Your home situation will be discussed, and how you feel about it. Typically troublesome situations and how they are handled will also be studied. How your parents parented you is also important and will probably be discussed.

Where to find a counselor

Where do you look for help?

Your family physician, clergyman, friends, or child's school can help refer you to a good family counselor.

How long?

How long must it go on?

Counseling need go on only as long as you feel that you are being helped and that you are moving forward.

It may be tough at first. All of us resist change. It takes work, but that is why the support is important.

Sometimes it only takes a few sessions to get back on track, with perhaps a periodic check-in.

Sometimes, progress takes a little longer.

Sandy Stiefer is a mother and freelance writer. She writes for children as well as adults.

Video cassette recorders: Guidelines for a new technology

By Sandra L. Calvert

Four-year-old Mary pops up to the counter and hands her dad a Sleeping Beauty videotape. It's the fourth time in a row she's chosen the same tape.

Television is a one-way medium that gives children little opportunity to repeat or review shows they don't understand. Video cassette recorders (VCRs) are changing that. Just as a child can reread a book, now he can watch a videotape as many times as he needs to understand it.

Many parents say their children enjoy watching the same videotapes repeatedly. While this may be boring to parents, seeing a familiar video is as comforting to children as reading a favorite book or eating a favorite food.

More importantly, repeated viewing of a program allows a child to understand the story better because he can rehearse, review, integrate, and elaborate on content that he didn't understand the first time.

Repetition also allows a child to exert some control over his life. Children get excited when they can predict the events in a favorite story, and they love to tell others what is going to happen next. Successes like these allow them to feel competent.

Like television viewing, VCR viewing can rapidly escalate. Different families have different standards about how much time children should spend watching a screen. These considerations may help you make this decision.

- Be aware of the amount of time you are watching. Put a diary beside the VCR and television to keep track of what and how much each family member views during a week. You may want to keep a diary at different

seasons because viewing time often varies depending on the weather.

- Add television viewing time to VCR viewing time when creating your guidelines. Preschool children watch about two to four hours of television per day. Although VCRs allow you to choose the type of programming, the time spent watching can still interfere with other activities that are essential to development.

- Do not allow children to start a program late at night if it will keep them up past their bedtime. If you allow sufficient time, a calming videotape can help prepare a child for bed and provide a context for discussions. Be careful not to let your child watch exciting or scary shows or he may have trouble sleeping.

- Do not allow children to turn on the VCR or television without asking you first. Many argu-

ments about what children view or how much they view can be nipped in the bud by exerting control over the screens in your home.

What children watch is more important than how much they watch. Some shows teach helping, sharing, and cooperating while others show children how to hit or hurt other people.

Rental stores typically have children's sections. Some video stores also have guides for children's viewing. Choose two or three tapes and then let your child choose one of those tapes to take home. This provides a structure for viewing while still giving the child some control.

Watch programs together particularly the first time. Some children's programs can be scary. You can help by talking about it or turning the program off.

Use video programs to build your child's interest in reading. If he has a favorite tape, go to the library and get the book. Read the book together and talk about the ways the story is similar and different from the video version.

Sandra Calvert is a member of the Department of Psychology at Georgetown University.

Some "classic" programs

Consider these programs when you are renting or purchasing videotapes for your child:

Winnie the Pooh
Sleeping Beauty
Curious George
Dr. Seuss
Mary Poppins
The Black Stallion
Flight of the Navigator
The Berenstain Bears
Black Beauty

Cinderella
Snow White
Paddington Bear
The Velveteen Rabbit
Swiss Family Robinson
Charlie Brown Specials
Bedknobs & Broomsticks
Popples
The Boy Who Could Fly

Rent programs before you purchase them. Programs which your child wants to view repeatedly may be worth the investment.

Small children need big friends

Bob Keeshan, television's familiar "Captain Kangaroo," recently spoke at Purdue University in West Lafayette, Indiana, about children and their place in our world. Dunn & Hargitt, publishers of **Growing Child** and **Growing Parent**, sponsored the speech, along with several other community organizations. Here are some highlights:

On Nurturing:

"The garden of childhood (is) where we plant the seeds of love and the seeds of hate, the seeds of happiness and the seeds of misery; a garden whose harvest we all share, for good or evil."

On Television:

"Television is loved and hated. . . . It is here to stay, an integral member of the American household, an integral part of the American culture.

"Children spend many hours each day being influenced by television programming. Broadcasters should not use television to exploit children and parents should not use television to babysit children.

"Please do not tell me I am your best baby-sitter. I know you mean well but if that's what I am I'm going to pack my bags and go on vacation.

"Television ought to be worth watching, something more than a time-waster, with quality programming for young and old, a bright thread in the fabric of American culture. That's why the Captain and his moose and rabbit are on the stations of public television across the nation.

"If you know Lee Iaccocca, or some other corporate big-wig, slip him the word that the Captain needs enlightened support for new programs for today's young people."

On Values:

"The universally accepted values on which this nation were founded . . . have largely been cast aside. Those values are given lip service but are largely untaught by parents and educators, largely unpracticed by businessmen, lawyers, and politicians. . . .

"We're going to have to start at the beginning and teach values. We must teach children what we learned as a species since leaving the cave, that no man is an island. They must learn to care for each other and they must learn that the illegal and immoral roads in life are paths to destruction."



On Childhood:

"Today's America is often a pressure cooker for children. . . . Forget about Santa Claus and make-believe. That's not real, life is real, so get ready for it. No wonder original and creative thought is hard to come by today. We stage a full-force attack against creativity in childhood. In my day it was OK to enjoy childhood, unashamedly to believe in Santa Claus and the Easter Bunny and to bask in the sunshine of a warm summer's day. Today's summers may be spent sharpening athletic skills, cramming math, or mastering the computer."

On Support:

"We have an enormous task ahead and it starts in the home at birth and continues in our schools and churches and other institutions. This task needs the support of everyone in society. That means support for day care programs, for education, for programs of nutrition and medical care. It requires the support of all society for the American family, for single parents and working parents. It's time for America to stop talking about how we love our children and the family. It's time for America to prove it with our support."

On The Future:

"We must defend against poverty and hunger, against ignorance and sloppiness and low standards, against disease and drugs, against disillusion and despair. We must encourage every child to know his, to know her uniqueness and to reach the fullness of human potential.

"The future of America is alive today in the hearts, the minds, the souls, and the stomachs of today's young people. If we do not place love in those hearts, nurture those minds and souls and feed those bodies we may find ourselves, a decade from now, with a society not worth defending."

Research Briefs

Excerpts from child development research

'Gimmies' strike after divorce

New York—Divorcing parents may find that their children are turning into "gimmie" kids who demand the newest in toys, clothes, outings. Experts say the phenomenon is very common and usually transitory, ending in a year or so.

The "gimmies" are triggered by insecurity. When all the basics seem to be changing, children may see new possessions and treats as proof of their parents' continuing love for them.

Parents can cure the "gimmies" but not with lectures and scoldings.

- They must stop allowing guilt or the need to win the child's loyalty and affection to push them into overspending.

- The non-custodial parent should guard against indulging the child's every whim and try to provide a normal home atmosphere during visits.

- Neither parent should put the child in the position of having to ask the other parent for clothes or other necessities. Financial arrangements must remain between the parents alone.

*Growing Child Research Review
Volume 5 Number 12*

Toddler sleep problems continue into preschool years

St. Louis—If a toddler is plagued by sleep problems for more than a month, the troublesome patterns are likely to persist through the preschool years.

When researchers assessed 60 children for sleep problems, they found that 25 suffered from night-waking or bedtime struggles—or a combination of the two. Reexamination three years later showed that four had developed normal sleeping patterns, 21 still had problems, and an additional two had become problem sleepers.

The researchers found a "significant relationship" between sleep disturbances and stressful environmental factors in the children's lives.

These stresses included unaccustomed maternal absences, child's illness or accident, maternal depression, and moves to a new community.

*Growing Child Research Review
Volume 5 Number 12*

VCR habits begin to form

Newbury Park, Calif.—Most youngsters are highly involved with the media but those with VCRs in their homes are even more so, according to a study conducted by Michigan State University researchers.

Although 39 percent of U.S. households owned VCRs when this study was made, a distinctive picture of the "VCR generation" was already emerging. The viewing behavior of the subgroup of teenagers may well become the American norm within a decade, as falling VCR prices and soaring sales establish the VCR as a home staple.

Here is the current composite picture of VCR-owning 14- and 15-year-olds.

- They are more apt to live with a single parent or in a stepfamily. The family income is higher and the parents are more educated. Both parents are more likely to be away from home during the day.

- They watch more television of all kinds and attend more movies.

- They report that their parents don't monitor what they watch.

- Seventy-five percent have personal television sets, compared with 59 percent of other teens.

*Growing Child Research Review
Volume 5 Number 10*

These brief reports are presented to add to readers' general knowledge of research being done in the child development field. Inclusion of an item does not imply that Growing Child recommends any particular practice, theory, or finding.

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

March 14	8:00 PM Eastern Time
April 14	2:00 PM Eastern Time
June 6	8:00 PM Eastern Time

Check local listings for channels

Activities

When doing these or any other activities, please be careful! Do not leave long strings, small pieces, or sharp objects where young children can reach them.

BABY

Baby Box and Lid Rattles

You need:

- Empty adhesive bandage box
- Jar lids
- Tape
- Bottle caps



You do:

Put a few bottle caps into the empty adhesive bandage box and tape securely closed. For a different shape rattle, put bottle caps in between two jar lids and tape closed.

TODDLER

Growing Seeds

You need:

- Orange, lemon, or grapefruit seeds
- Egg carton or margarine tub
- Soil

You do:

Let the seeds dry for a day. Fill an egg carton or margarine tub with soil. Plant the seeds near the top, put in a sunny location, and water each day.



PRESCHOOL

Easy Puppets

You need:




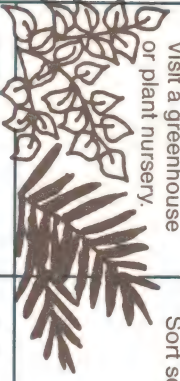
- Old glove, mitten or sock
- Paint or felt marker
- Cloth scraps, yarn, scissors, glue



You do:

Draw or sew on a face, and use yarn for hair. Use fingers and thumb to open and close the "mouth."

Fun things to do in May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 MAY DAY: Make a May Basket and leave it on someone's doorknob.	2 Jump up in the air three times.	3 Count the money in your piggy bank. 	4 What color is your bed spread?	5 Talk about what you did today.	6 Make junior hors d'oeuvres—crackers, cheese, fruit, etc. 	7 Draw a picture for your mom for Mother's Day.
8 MOTHER'S DAY: Give Mom the day off.	9 Read Pat the Bunny. 	10 Touch your elbow to your knee.	11 Put a blanket on your back and pretend to be a turtle.	12 Watch for robins outside. 	13 Tickle each other's feet—hee hee!	14 Take a drive in the country and watch the farmers in the fields.
15 Visit a greenhouse or plant nursery.	16 Sort socks by color.	17 Eat an orange. Is it a fruit, vegetable, or meat? 	18 Play show-and-tell.	19 Watch the sun set. Where does it go?	20 Blow bubbles in the bathtub with a plastic wand. 	21 Start a flower garden.
22 Walk barefoot in a mud puddle. Ooooh! 	23 Look in the mirror at your eyebrows. Raise them up and down.	24 Read a nursery rhyme book.	25 Check out a record from the library.	26 Color this page yellow. 	27 Make cheese fondue. Dip pieces of bread, crackers, vegetables, etc.	28 Go outside and look for butterflies, caterpillars, and grasshoppers.
29 Day of the Indy 500. Say the word "zoom."	30 MEMORIAL DAY. What does "memorial" mean? 	31 Play Ring-Around-the-Rosie with Teddy Bear and a friend.				

For children 6 months to 6 years

Growing Child
A Division of Dunn & Hargitt, Inc.

Adoption: Special problems and special joys

By Corrie Player

"Mama," sobbed four-year-old Amy, "if I'm naughty, are you going to send me back?"

Amy had been adopted six months before, after three years of being shuffled between foster homes and her alcoholic, natural mother. Her words shocked her adoptive mother, who had simply reprimanded her for scattering toys. But Amy was voicing what many adopted children feel — the insecurity that comes with knowing their position in the family is different from the average child's.

When any child is brought home, parents wonder what to do next. All first-time parents feel the same way — even in the recovery room — as they look at that bit of life which is their sole responsibility.

Same, yet different

Parents of adopted children are challenged and rewarded in ways unknown to biological parents. Besides having the same needs and frustrations as any child, adopted children worry about their place in the family and they wonder about their biological parents. The ways in which a child reacts to adoption depends on whether he or she is an infant or an older child, from another country or racial group, and whether other children are already present in the family.

Newborns need quiet

The adopted baby often enters a home that has antici-

pated his or her arrival for years. Both parents are active, rested and overwhelmed with excitement. The baby is showered with gifts and attention.

But the adopted baby has been through labor and delivery — even if mother hasn't. What the baby really needs is quiet, uninterrupted sleep, a relatively germ free environment, and gentle, consistent handling.



This slower pace gives a mother a chance to get used to her baby at home and develop a nap schedule (usually in harmony with the baby's) to make up for sleepless nights. Natural mothers don't overstimulate a newborn, because they are too tired and hope the baby will sleep as much as possible. As the home develops a schedule,

based partly on mother's recuperation, baby's needs are also met. Adoptive parents do better once they realize this.

Older children need understanding

If the adopted child is out of babyhood, and particularly if she arrived from another country, parents face cultural and language adaptations, as well as the usual adjustment problems that come with transplanting children from one environment to another.

Parents adopting an older child need to ask themselves several questions and decide how they will answer:

- How will they help the child

Continued on next page

In This Issue

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The special problems and special joys in being an adoptive parent.

Interracial children Page 3

Interracial and interethnic children have a rich heritage, and parents can help instill pride that will last a lifetime.

Research Briefs Page 5

On physical ills of foreign-born adoptees, preschools for two-year-olds, development of self-control and self-esteem.

Letters to the editor Page 6

Ideas on arranging childless vacations and responses to letters.

Activities Page 7

For babies, toddlers and preschoolers.

Calendar Page 8

Continued from preceding page
cope with two cultures?

- How will grandparents, uncles, aunts, and friends respond to the child?
- How will the neighborhood and town accept a child of a different race?
- Will the child's friends and later dating partners be people of his or her race, of the parents' race, or of both?

The answers to these questions are easier if parents realize the culture a child is raised in is more important than race in shaping personality. One of the significant strides our society has made in the last ten years is the recognition that human beings are alike in fundamental ways. Skin color has little influence on the kind of person a child becomes.

Handling culture shock

People adopting older children from a different culture spend a lot of time helping the child adjust. Most child psychologists today believe that the child can be encouraged to remember and participate in those aspects of her original culture which fit the new environment. Such remembrances bring richness and closeness to the family unit.

Some inter-country adoption agencies recommend against enrolling the child in school for several months after the adoption. But most parents make that decision based on the child's command of English, the attitude of school personnel, and the child's need for socialization.

Agencies also recommend that the adoptive mother stay at home most of the time during the child's first year, even if it means taking a leave of absence from her career. The child has already lost at least one parent figure and needs the security of a full-time mother. In some cases, the father can be the full-time parent if his career can be put on hold

more easily than the mother's.

Coping with sibling rivalry

If the adopted child comes into a family with other children, parents should prepare the siblings for the new arrival just as they would if another child were being born to them.

Young children resist a new child in the family whether that child is adopted or not. If the new child is not a baby and comes from a foreign country, siblings can be encouraged to research the country and report all about it. If the new child is handicapped, the same research and report helps to develop empathy and compassion.

Coping with questions

Some parents wonder when or even whether to tell an adopted baby about the adoption, but they should remember that adoptions are never a secret today — even if a child is two days old when adopted and the family moves a few weeks later. If the child is not told as a youngster and finds out at a later date, he wonders what all the mystery was about and if he should feel inferior.

Most experts today feel the best procedure is to talk naturally about the adoption from the time the baby first arrives. *Adoption* becomes just another word. When the child grasps its meaning at about three or four years of age, the word is familiar and less threatening.

Child psychiatrists have found that children have a variety of responses to the knowledge that they are adopted. The child may deny it or create fantasies about it. Frequently, adopted children think they were given away for misbehaving. However, if the parents talk openly about the adoption and present it in a positive manner, these worries are less likely to develop.

Many families celebrate the

day a child first came home or the day the adoption was final as well as the child's birthday. This extra fuss can offset the insecurity an adopted child feels.

What about natural parents?

No matter how parents stall the inevitable, a child wants to know about natural parents:

"What was my other mother like?" or "Where is my other father?"

The best action is to tell what is known, which may not be much. Then the child should be allowed to express concern about why those parents gave up their baby. When discussing this point, parents should say as many positive things as possible. If the natural parents are deceased the child should be told that.

Occasionally, families need counseling about how to deal with children's questions. Many families join local support groups and draw on similar experiences.

Searching for roots

Adoptive parents should understand that when their children reach the teens or young adult years, those children may in all likelihood attempt to find their birth parents. Searching doesn't mean repudiation of the adoptive parents. Research and experience indicate that adoptive parents who understand this and who help in the search and support a child's curiosity often become closer to their children in the process.

Corrie Player is the mother of eight children ranging in age from six to 22. Her articles about children and families have appeared in several national magazines. She holds a master's degree in education and English from Stanford University and teaches writing in public and private schools.

Interracial and interethnic children: Instilling pride in their rich heritage

By Francis Wardle

The number of interracial and interethnic marriages is increasing.

Although society is accepting these marriages more than in the past, many people still wonder, "What about the children?"

Most parents of interracial and interethnic children don't face this question until the joy of their cute baby has subsided. Most don't deal with the issue until their three-year-old says, "What am I?"

The issues are: What is the identity of an interracial or interethnic child, and how should that identity be supported?

Choosing an identity

Some parents raise their mixed children with the identity of the parent of color — Black, Asian, Hispanic, American Indian. Others select whichever identity the couple is most comfortable with (based on where they live, who their friends are and other personal factors).

But a large group of parents with mixed children — either through marriage or adoption — are raising their children as a rich combination of heritages and a rich union of cultures.

If you are the parent of an interracial or interethnic child, you will have to decide how to define his identity. Don't assume it won't be an issue. It will be, so decide what your approach will be.

Questions start early

Between the ages of three and four your child will ask simple questions about his skin color, hair texture and eye color.

"What color am I?" My friend says I'm Black, and he's not, but he's darker than me."



"Why is my hair different than Johnny's?"

How will you answer? Your child's friends will force him to question his identity; children who dislike him will try to make him feel bad about who he is. He will come to you for answers.

Americans with European backgrounds have always talked about their combined heritages — sometimes with humor, often with pride. Parents of mixed children are now doing the same. It is important to remember that minority people in this country have a very rich heritage. Many have a history that includes Black, Oriental, Native American and West Indian. Others have some white and Hispanic heritage.

Celebrating heritage

So parents of interracial and interethnic children are celebrating that rich heritage, along with the heritage of the non-minority parent. These parents believe the culture, heritage and history

of both parents is important for the child's identity. They believe their children should receive a combination of both parents' backgrounds.

Mixed children need to know the survival skills needed by minorities in this country. They also must feel a sense of belonging to their non-minority parents.

Developing identity

There are several things parents of mixed children can do to support a healthy identity development in their child. Here are some ideas:

- Talk to your child about his identity. In our family we are constantly discussing why one child looks more Oriental, another has curly hair, and the baby has straight hair. We discuss why some children don't like people who look different; why some teachers don't understand. We try to determine which physical characteristics of the children came from their mother and which from their father.

Your child's friends will force him to question his identity; children who dislike him will try to make him feel bad about who he is. He will come to you for answers.

- We give our children a label to use for their identity. We use biracial. Interracial or multiracial also work well. They need to be something. They need a word for what they are.

Show pride

- Make sure both parents are proud of each other's cultural and racial heritage. Never put down another race or heritage in front of your children; don't use racial or ethnic jokes.

- Talk to your children about the heritage of their grandparents. Where are they from? What are their professions? Are there some interesting stories you can tell your children about their grandparents that reflect their culture and heritage?

- Expose your children to relatives from both sides of the family. If your child is adopted, or you are the only parent at home, expose your child to people who represent the side of the child's heritage that is missing. Encourage your child to make friends with children that represent both sides of his heritage.

Find other families

- Associate with other mixed families and children. These families do not have to be the same ethnic and racial mixture as your family. Reinforce the concept that families gain strength through diversity, and let your children know they are not alone. There are others like them.

- Teach your children to be proud of both heritages, and to feel good about combining the strengths of both parents' backgrounds.

- Expose your children to books about mixed children, to dolls and other materials that reflect various cultures and ethnic groups.

Encourage them to draw pictures of mixed children, role play families where the parents and

children are physically and culturally different, and look at books that show this diversity. Read to them books about children from different nations and cultures, and about children of mixed heritage.

As a parent you need to instill in your children a deep sense of pride in their identity. They need to be proud of who they are; they need to know you are proud of who they are.

Use physical descriptors

- Feel comfortable using hair texture and skin and eye color as typical physical descriptors.

"Do you remember the tall man with the beard?"

"Was she the dark lady?"

Young children view skin color, hair, eye color and physical size as equal words to describe the physical appearance of a person. These words have no value to children. This is a healthy approach.

- Consider your child's mixed heritage when selecting a place to live, and a day care or school for your child to attend. Some geographic locations are better than others for interracial and interethnic families to live. In general, cities are better than suburbs.

- Make sure the child care programs and schools your child attends understand and support your family's pride in being a combination of rich backgrounds. Tell them the identity of your child and how you expect that identity to be supported. Monitor the programs to make sure they provide the healthy identity support you want for your child.

Join support group

- Join an existing interracial

support group, or start your own, so you can find support and information about common problems.

- Resist official insistence that you select an ethnic category for your child. Hospitals, schools and day care centers want this statistical data. Either insist that you fill in the label you use for your child, such as interracial, or refuse to fill out the form. These forms are optional; you don't have to fill them out.

- Resist professionals who say, "You must choose one of your backgrounds for your child's identity," or, "Society will define your child the same as the child's parent of color, so you must be realistic and do the same." Remember society once defined minorities as inferior, women as second class citizens.

Enjoy the culture

- Attend festivals, art shows and musical events that reflect all the cultural aspects of your children.

- Start exploring the heritage of both parents. Your children — as they grow older — can help in this family history. Take oral histories of your relatives before they die.

Interracial and interethnic children are going to be challenged by other children. They are so physically different. They are going to be asked who they are; they are going to be ridiculed for "trying to be white" or "not speaking like other Hispanics."

As a parent you need to instill in your children a deep sense of pride in their identity. They need to be proud of who they are; they need to know you are proud of who they are.

Francis Wardle, Ph.D., is a freelance writer, a father of four interracial children and an early childhood administrator. He specializes in articles about interracial children, play and play environments, and fatherhood.

Research Briefs

Excerpts from child development research

Foreign-born adoptees usually don't have physical ills

A young patient from a third world country can challenge the self-confidence of American doctors who may wonder whether they will be able to identify and manage "foreign" diseases.

A recent and reassuring study conducted by a pediatric group in Ann Arbor, Michigan, shows that the medical problems of adopted foreign-born children are usually neither mysterious or complicated.

The common problems were:

- Immunizations not up to date, 37 percent.
- Intestinal parasites, 29 percent.
- Emotional or behavioral problems, 22 percent.
- Skin diseases, 16 percent.
- Specific age unknown, 12 percent.
- Lice or scabies, 10 percent.
- Congenital irregularities, 10 percent.

Almost half the children had come down with an acute infectious disease (upper respiratory or ear infections, measles, chicken pox, or mumps.)

Growing Child Research Review
Vol. 5, No. 10

Update on warts acquits toads

Warts and their cause remain a mystery, but here is the latest information:

- Warts do not come from toads. They do not migrate from one species to another.
- Warts are only slightly contagious, most often spreading from one site to another on the host.
- Most warts spontaneously disappear within two years, especially in children. They also return just as suddenly.
- Three types of warts require medical treatment: anal and genital warts, and warts on the larynx.

•Home remedies are not usually successful. Over-the-counter preparations should be used with caution, and cutting is risky.

Growing Child Research Review
Vol. 6 No. 3

Two's too young for preschool

The needs, pace, and special quality of two-year-olds is often overlooked in a general rush toward school readiness.

Two-year-olds are neither toddlers nor preschoolers, says Dr. Thelma Harms, child development expert from the University of North Carolina. A nursery or preschool needs to offer them activities that will help them practice the skills they would normally develop at home or in family day care rather than activities that demand proficiency.

Growing Child Research Review
Vol. 6 No. 3

Self-control starts early

Self-control is slow-growing, and a five-year study suggests it is rooted in the mother-child relationship in the early years.

Six year olds with good self-control:

- Had secure attachments to their mothers by the time they were 13 months old. While both secure and insecure toddlers cried when their moms left them with a stranger, the insecure tots continued to cry after the mother returned, or ignored her when she reappeared.

- Had more and better quality verbal interactions with their mothers at age two. Mothers who were seldom harsh in their responses to children were more likely to have a self-controlled child.

- Had been disciplined firmly but not harshly with clear, consistent, non-punitive disciplinary measures.

Growing Child Research Review
Vol. 6 No. 3

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
Fridays	11:30 PM ET	8:30 PM PT

A Journey Through the First Year of Life

April 14 2:00 PM	Eastern Time
June 6 8:00 PM	Eastern Time

Check local listings for times and channels

Growing Dear Child



Readers write
to Growing Child

Ideas for vacation child-care

In response to a reader's question about where to leave children when parents want to take a vacation alone, you answered:

- "Leave them with friends who have children around the same age. It then becomes a fun vacation for both the children and the parents. It may be hectic when it's your turn to keep all the kids, but remember that your time is coming."—Susan Nelson, Kenelworth, Ill.

- "Don't worry if you or your friends don't have enough beds. Children love slumber parties! Put them all on the floor with sleeping bags or blankets. And remember to leave an authorization for medical attention, too."—Doris Marek, Apple Valley, MN.

- "Contact your parish or call the senior citizen center. There are many mature women who would love the chance to take care of children—and make a little extra money, too."—Robyn Masteller, Mashpee, MA.

- "Try a college. Sometimes there are students living in the dorms who will be willing to stay in your home."—M. O'Connor, Wayzata, MN.

- "Go with the children to a hotel with 'camp' facilities for kids. Many places will keep young ones occupied all day and you can often get a babysitter at night. You can also hire a 'mother's helper' to go with you to watch them most of the day and babysit each night. This doesn't give you a full vacation alone but it may be best until your children are old enough to go to sleep-away camp."—Sarene Shanus, Short Hills, NJ.

Qualifications questioned

There was quite a bit of mail in response to a letter in the January, 1988 issue which questioned the qualifications of "a wife and mother of five" to write an article about mealtime battles for Growing Parent. A sampling of your letters:

- "The article by Joan Anderson, 'Eliminating Mealtime Battles,' was very informative to me, even if I am 'just a wife and mother.' I am annoyed by psychologists who believe they know everything and that experience does not count."—Donna DeLuca, Rolling Meadows, IL.

- "Before you get so critical, you should note that the author of the article did not say her ideas were the only ways of eliminating mealtime battles, but offered her suggestions on how she has been able to have peaceful and calm family dinners."—Tamara Karasek, Cuyahoga Falls, OH.

- "I'd venture to guess that at least some of the solutions proposed in the article are eminently more workable than some of the theories we mothers are fed by so-called professionals, many of whom may never have had to deal with children of their own."—Judith Manza, Tacoma, WA.

- "My husband is completing work for a Ph.D. and I have great respect for scholars and intellectuals in any field, with or without degrees. But all the degrees in the world are worth nothing if people can't have a simple respect and love for others."—Polly Blowers, South Bend, IN.

- "Psychologists know theory: mothers put it into practice. I would like to have a psychologist come

to my house and feed my six-month-old son cereal."—Cathy Oxley, Woodruff, WI.

- "When I need marital advice, I turn to a friend with a long-lived, stable marriage, not a twice-divorced counselor. When I need child-raising advice, I turn to those whose children are success stories, not 'experts' who have studied others' success stories while their own children were at the day care center."—Lesta Eberhard, North Little Rock, AK.

Food Intolerances

My four-month-old son became seriously ill from milk and soy formulas. It was a life and death situation. He is doing well on breastmilk now, but will not be able to have any solid foods for at least a year, which is when we will challenge him again with milk and soy.

If any parents have experienced this, I would like to correspond with them. Did your child outgrow this? How did you (and they) cope if it wasn't outgrown? Is peer pressure a problem?

Elisa B. Sutton
329 Kedzie Street #3
Madison, WI 53704

"Dear Growing Child" is a forum for our readers to share their personal thoughts, opinions, comments and experiences. We welcome your responses to questions that appear periodically. The letters published do not necessarily represent the views of Growing Child.

All letters to the editor will be treated as having been submitted for publication. If you do not want your correspondence published, please specify this in your letter. Names withheld upon request. We reserve the right to edit for publication.

Activities

When doing these or any other activities, please be careful! Do not leave long strings, small pieces, or sharp objects where young children can reach them.

BABY

Baby Bubbles

You need:

Bubbles and wand

You do:

Put baby in an infant seat outdoors in a shaded place. Blow bubbles in front of her and see if she will notice and respond to them.



TODDLER

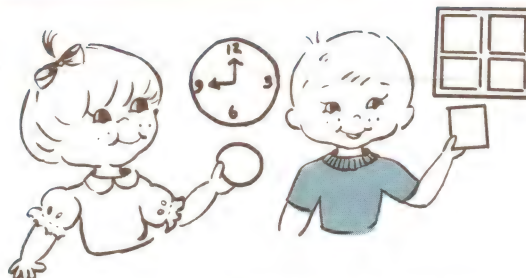
Shape Hunt

You need:

Cardboard or foam trays
Scissors
Sharp eyes

You do:

Draw and cut out circles, squares, rectangles, and triangles



gles from cardboard or foam trays from the supermarket. Give each child one shape and ask them to hunt for things in

the house or outdoors that have the same shape (examples: circle—clock; square—window; triangle—street sign.)

PRESCHOOL

Play Dough Recipe

You need:

1 cup flour
1/3 cup salt
1/3 to 1/2 cup water
Few drops of vegetable oil
Food coloring

You do:

Mix the flour and salt together in a bowl. Mix the water, oil, and coloring and add slowly to dry ingredients. Knead the dough well and shape into a ball. Put leftover dough into a tightly closed plastic bag and keep in the refrigerator. If dough becomes too sticky, add more flour.



Fun things to do in June

Sunday

Monday

Tuesday

Wednesday

Thursday

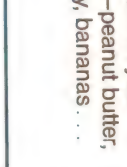
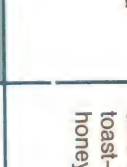
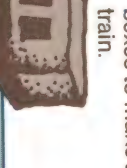
Friday

Saturday

Growing Child

A Division of Dunn & Hargitt, Inc.

For children 6 months to 6 years



1
What words rhyme with June?

2
Listen to a wind chime in the evening.

3
Use empty shoe boxes to make a train.

4
Put something different on your toast—peanut butter, honey, bananas...

5
Visit a petting zoo this month.

6
Talk about cities and towns where friends and relatives live. What states are they in?



7
Wear blue today.

8
Everyone read something special out loud—a quote, verse, clipping...



9
Whisper sweet words to each other.

10
Pretend Play: Sailing in a boat.

11
Take a friend to the park.

12
Wash the car—and Youngster's toys—in the afternoon.

13
Do stretching exercises together.

14
FLAG DAY
Draw a picture of the U.S. flag.



15
Trace hands and feet and send the picture to grandparents.



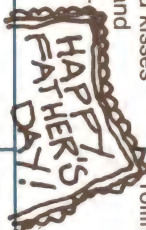
16
Attend a neighborhood softball game.

17
Think of something special to do for Dad on Father's Day.

18
Eat breakfast outside.



19
FATHER'S DAY
Hugs and kisses for Dad and Grandpa.



20
Have a race rolling oranges.

21
Find four things in the house that are green.

22
Put on music and take turns being a conductor.



23
Where are your ears?

24
Have a family edition of "Show and Tell."

25
Practice a home emergency drill.

26
Put Youngster in a wagon and take a ride around the block.

27
Read *Here a Chick, There a Chick*, by Bruce McMillan.

28
Paint using cotton swabs. Adults supervise please.

29
Sing a lullaby before bedtime.

30
Hide a toy and have Youngster try and find it.



What good is guilt?

By Joan Wester Anderson

Stanley, your three-year-old, has developed the unpleasant habit of biting his brother. You:

A) Tell Stanley to cut it out or he'll be banished to his bedroom, then ruefully share the episode with your aerobics pals.

B) Plunge into a labyrinth of guilt and confusion, convinced that Stanley is somehow reacting to your failure as a mother.

If you're typical, you probably selected B. Today's mother, after all, is programmed for guilt. For one, the media encourages it.

Today's mother also embraces guilt because she is involved in more areas, keeping more balls juggling than ever before — and thus more vulnerable to a multitude of mistakes.

Great-great-great-grandma, whose main job was skinning and roasting the buffalo, didn't have to grapple with commuter woes, a condescending nursery school teacher, a botched report, a spouse miffed because his shirts lay damp in the drier all night, a citizens' task force on the new zoning ordinance, an overdrawn checkbook, rush hour traffic — the list goes on. And guilt-ridden Mom takes responsibility for all of it.

What good is guilt?

But what good is guilt? Does it serve any useful purpose? Actually, it does.

Guilt enables us to realize what we have done wrong when



we have violated our own consciences and the mores of our society.

In short, if we never felt guilty, we would not learn in school, do our jobs properly, obey laws, care for our families, tell the truth and live in harmony with others. Guilt is an inevitable accompaniment of the development of our consciences.

Sometimes, however, guilt gets out of proportion. We begin to blame ourselves for everything. Or it's misplaced or inappropriate — we're ashamed of things that are really not wrong at all. Perhaps we set our standards too high, then feel like failures when we cannot reach these lofty goals.

That's when modern Moms must take a step back and ask themselves two questions: "Why

Continued on next page

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Guilt is sometimes good, sometimes bad. Here's how to reach a happy medium.

Discover nature Page 3

Teach your child that nature is a source of endless interest and excitement.

Cry until it stops hurting .. Page 5

Everyone has the right to have hurt feelings and cry sometimes.

Watch for traffic Page 5

The most important rules for living are learned early.

Research Briefs Page 6

On water temperature, eye injuries, lying, condom ads.

Activities Page 7

For babies, toddlers, and preschoolers.

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do I feel guilty?" and "Should I feel guilty?"

These queries cannot be answered once and for all; most of us will have to repeat the questions (and ponder the answers) many times throughout life as new issues arise. But they can be a good beginning — and if you're especially guilt-ridden about your parenting role, you can consider the following questions, too.

Have I established priorities, and said "no" to the rest?

A schedule that's too full usually results in tension, which can then lead to guilt when you cannot accomplish everything. Instead, determine what is most important *right now* and do it.

Janet, a nursing supervisor, decided that job and family were her "musts," and she managed to handle both very well (although her closets became a fire hazard, and she rarely saw her friends).

Elaine, on the other hand, opted for fulltime mothering, a structured household and time for classes at the university.

Both women felt comfortable with their decisions, and neither tried to compensate for the items left out. "Life is a series of choices," Janet explains, "and I cannot 'have it all' all at the same time. As situations change, my priorities probably will, too."

Do I accept my limitations?

Kathy, a warm-hearted mother of three, tried to please everyone — serving on several committees, entertaining her husband's clients, doing favors for neighbors. But she became increasingly irritable, snapping at her children, then feeling guilty because of her bad temper.

Finally a friend helped Kathy to realize that she had limits, and her attempts to please everyone were making her miserable.

Kathy developed a rule of thumb to help keep her life in balance: whenever she added an activity or commitment, she subtracted one, too.

She also learned to consider her own feelings and needs as well as the needs of others. "I used to think this was selfish," Kathy says now, "but I've discovered that what keeps me happy is going to keep the family happy, too. And that's a good investment for everyone."

If we never felt guilty, we would not learn in school, do our jobs properly, obey laws, care for our families, tell the truth and live in harmony with others. Guilt is an inevitable accompaniment of the development of our consciences.

Do I have a reasonable understanding of normal child behavior?

Kids are not always cute and clean and fun to be around. Small fry throw tantrums in crowded elevators, eat mud and involve themselves in a variety of utterly repulsive activities. Most of this is perfectly normal, but many adults don't know it — and put themselves on a guilt trip because Debbie is throwing rocks (and if we had properly trained her, she'd be a perfect little lady instead).

It's true that we parents are the most important influence in our children's lives; no one else will love and sacrifice and care for them as devotedly as Mom and Dad. But there are other influences too — genetic traits, personality, environment, siblings, peers, teachers — that help to make Debbie who she is, as well as normal growth stages that will affect her behavior.

Is Debbie really throwing

rocks because her parents have failed her, or because:

1) She's angry about something and needs to express it.

2) She adores her older brother and is trying to imitate him.

3) She's developing large motor skills at this age.

4) She loves to throw rocks.

The possibilities are endless, and the parent wanting to overcome guilt does the best she can, learns what behavior she can reasonably expect from her child at this age, reacts consistently — and ignores the rest.

Do I have a support group of other mothers to turn to?

"When my brood was little, my pals and I did a lot of laughing," says a grandmother. "Okay, maybe some of it was hysteria, but we did enjoy much of our role. Today's mothers seem too grimly serious."

If that's true, it may be because today's parents also tend to be isolated, living far from the old neighborhood network of supportive friends and extended family, limited in friendship opportunities because so many peers are delaying parenthood.

These factors combine to produce a sense of loneliness and unrest in the novice Mom: is she doing all right in this new and uncharted lifestyle? Is the baby developing well, the two-year-old more obnoxious than others his age? Where does she go to receive reassurance, to banish the guilties that can seem so overwhelming?

If she's lucky, she finds a peer group, women who, like herself, are grappling with motherhood and discovering its many fascinating facets. Over a bridge table or on a park bench she can compare notes, ask advice and bolster her sometimes-sagging spirits.

Most important, friends can teach her that most mother-child

mishaps are not deadly and can be healed with a hug — and that it is easier (and healthier) to laugh than to cry.

Have I learned to delegate?

Where is it written that mothers, employed or non-, must be completely responsible for shopping, appointments, cabinet-cleaning?

While you may not want to turn your ten-year-old loose in the local jeans emporium with your credit card, there's no reason why he cannot learn to follow a list and purchase groceries, or get himself to his own orthodontia appointment via his bicycle (or even his legs). Preschoolers can sort laundry, dust furniture or run a lightweight vacuum (they consider it fun). Smart women also streamline their environ-

ment, opting for an easy-care decor and meals that do not involve parsley garnishes.

Women who try to "do it all" are usually suffering from the Supermom Syndrome, the idea that they are not valuable and lovable unless they are reaching some sort of performance level.

While this syndrome can be a tough one to dent, it can be accomplished in small steps:

- Post a job chart (and follow it through).
- Lower your housekeeping standards (let a houseplant die, step over a puddle).
- Introduce your spouse to the bleach bottle. . .
- Accept responsibility for your areas of expertise, and either delegate or refuse to notice the rest.

Guilt is a normal and healthy

emotion, *within reason*. If yours is getting out of control, try focusing on the positives instead.

Remind yourself that you're a nice normal person, subject to the same highs and lows as the rest of the human race (that includes your spouse and children, too).

List the good things in your life, the accomplishments and blessings, the times when you got through a stressful period successfully, the reasons to feel hopeful.

Then let Stanley out of his room and buy him an ice cream cone to celebrate.

Joan Wester Anderson is a wife, mother of five and freelance author of books, articles and short stories, many of them dealing with family topics.

Discover nature with your child

By Cynthia Pratt Nicolson

As she skips down the sidewalk after a rain, your three-year-old nearly steps on a long, pink earthworm. Bending down to investigate, she asks, "Where are his ears?"

Your first reaction may be one of disgust, "Don't touch that!" Or you might feel embarrassed about being unable to answer her question.

But you're pleased at her inquisitiveness and want to encourage her desire to learn. Also, your own curiosity has been roused. Do earthworms have ears?

The way you deal with your child's explorations will shape her feelings about the natural world. Your reactions can tell her that nature is something to fear and avoid, or that it's a source of endless interest and excitement.

Foster curiosity

What can you do to foster a

child's innate curiosity about nature? How can you rediscover your own sense of wonder and share it?

• Look

In this instance, you might say, "I don't know if earthworms have ears — let's have a look." Bend down together and spend some time observing in silence.

Your child's original question may go unanswered, but she will probably notice that one end of the worm's body is more pointed than the other and there's a thick "belt" around its middle.

• Touch

If your child wants to pick up the worm, encourage her to be gentle and ask, "What does it feel like when he crawls on your hand?"

Instead of leaving the worm on the sidewalk, suggest that she find a safe place for it in a nearby lawn or garden.

• Pretend

Later, at home, you can encourage your child to wiggle



across the floor like a worm, or make some earthworms in play dough. You may even want to scoop up some garden soil and set up a temporary "wormery" indoors.

• Read

If you're still wondering whether or not earthworms have

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ears, you may want to visit your local library together. Books written for older children often have illustrations that fascinate a preschooler and just the right amount of information to introduce an adult to the topic.

The hands-on approach

A young child learns best from direct, personal experience. Your toddler may be able to point to a picture-book duck and say "Quack! Quack!", but until she encounters a real waddling, swimming duck, her understanding will be limited.

If nature learning makes you think only of forests and seashores, remember that many valuable first-hand experiences can easily be provided close to home.

With a plastic squirt bottle your child can mist a spider's web, instantly creating the beauty of early morning dew.

She can rub baby oil onto her favorite stones, deepening their colors and making them shine.

Why not set up a bird feeder near a window? Even young babies enjoy the sight of fluttering wings, and an older child can help prepare peanut butter and seed ball for the feathered visitors.

Kitchen fun

Your kitchen can be the scene of many "hands-on" activities.

An impatient two-year-old can watch alfalfa or bean sprouts grow in just a few days, and then enjoy the reward of eating her harvest.

She can place a carrot top in a saucer of water and see it develop dark green leaves.

Bread making offers a chance to see and smell living yeast and the fun of punching down the risen dough.

To make the most of first-hand experiences, support your child's natural tendency to use all



her senses when investigating a new situation. For example, you might encourage her to hug a tree, feeling its bark on her cheek, and smelling its needles or leaves.

She can listen for the wind blowing through its branches or the sounds of other creatures who live there.

Encourage her to look at the tree from different angles, perhaps lying on her back at its base and discovering the pattern it makes against the sky.

The only exception to this multi-sensory approach is to limit the very young child's eagerness to taste everything. Stress that many plants are poisonous and that she must always ask you before eating anything she finds outdoors.

Feelings before facts

With very young children especially, feelings and attitudes towards nature are more significant than detailed knowledge.

Share your amazement at a squirrel's acrobatic skills, or your pleasure at the softness of brand-new pine needles. Your own enthusiasm will be con-

tagious.

As you explore nature with your child, remember to encourage his sensitivity to the needs of other living things. Discourage pointless collecting, especially of anything that is living or rare.

When he has finished investigating a creature, help him return it to a safe and suitable "home." Even a very young child can appreciate another creature's need of a special place to live.

Response individual

Just as he learns to walk and talk at his own rate and in his own unique way, your child will respond to nature as an individual, with a style that's all his own. While one child splashes into a pond to grab a frog, another hesitates to get his feet wet.

You may find that your child has some unfounded fears. Don't put him in a position where he may feel threatened. Learning more about the frightening thing might help, but experiences must proceed at the child's own pace. Always allow your child to back away from a situation that scares him.

Many adults also have unfounded fears. Because children so readily pick up on these anxieties, it's a good idea to start your nature explorations in situations where you feel comfortable. If you can't stand slugs and spiders, concentrate on the wonders of trees and wildflowers for now.

Eventually, you may find that your child's eager curiosity helps you overcome some of your own inhibitions.

Approach the world of nature as a fellow-explorer with your child. Both of you will be surprised and delighted by your discoveries.

Cynthia Pratt Nicolson is a freelance writer who specializes in writing for and about children. She lives with her husband and three young children on Bowen Island, on the west coast of Canada.

Cry until it stops hurting

By Marjorie Flathers

Few things are more distressing than seeing a child hurt and crying.

The natural response for parents and other adults is to hug and say:

"Hush. Don't cry. Everything will be all right."

Yet this can be exactly the wrong response because these words don't allow children to possess their own emotions. The message they hear is:

"Stop now. There's nothing to cry about." This makes the little one cry even more since his or her inner self needs to prove there is something to cry about.

Once I became aware of this phenomenon, I saw it happening over and over. When I discussed it with a group of friends, one mom suggested that a better reaction in such a situation is:

"It's O.K. to cry. I know it hurts (or that you feel badly.) Cry until it stops hurting."

I like this reply better since, as she told us, she found that when her children were given the "permission" to cry, it was often all that was needed to stop the flow of tears.

And even if it didn't, the children felt they had a right to their own emotions, had the freedom to release them, and were consoled.

In helping a child deal with a hurt, the importance of having a right to his or her own feelings cannot be overstressed. Even the youngest ones pick up unspoken ideas from parents, and when they sense that what they are feeling needs to be suppressed, the message is also given that these emotions are unacceptable and unimportant.

Phrases from the past, such

as "crying is for babies" and "be a big boy" are, unfortunately, sometimes still used, and not only do they show little empathy for the child's problem, but they also do nothing to encourage his or her self-esteem.

If children are to grow up seeing themselves as worthwhile people, they need to know at an early age that feelings are neither bad nor good, they just *are*, as a result of something that's happened, and what's necessary is to express them and deal with them.

So when your little one is crying, whether it's because she fell

as she was learning to walk or because he wasn't chosen to play in a game, stop for a moment before you begin to comfort him or her. Then remember that the best way we can help these small people handle their emotions is to surround them with love and acceptance, and to say: "It's O.K. to cry until it stops hurting."

Marjorie Flathers is a free-lance writer who lives in San Bernardino, California, and writes on subjects of interest to women and families. She has been married 25 years and is the mother of three children.

'Watch for traffic, hold hands, and stick together . . .'

Most of what I really need to know about how to live, what to do, and how to be I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm milk and cookies are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that . . .

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all — LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all—the whole world—had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation, and other nations, to always put things back where we found them and clean up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

— Robert Fulghum

Research Briefs

Excerpts from child development research

Water temperature can endanger children

Two to five seconds is all it takes for hot water to produce burns serious enough to require hospital treatment.

The average temperature of household tap water is 140 to 150 degrees, hot enough to scald. Parents are urged to:

- Use an ordinary candy or meat thermometer to take the temperature of the household hot tap water.

- If the water temperature is over 130 degrees, go to the hot water heater and turn the thermostat down to 130 or below.

Growing Child Research Review
Vol. 6 No. 2

Explaining condom ads

When Surgeon General Everett C. Koop okayed condom commercials on television in the cause of AIDS prevention, some parents worried that they wouldn't know how to answer children's questions. Child development experts offer this advice.

Preschoolers don't usually ask questions about these ads. The ads are so abstract that most children won't have any reaction to them unless the parent is unusually anxious, and then the child will pick up on that.

For school age children, try for the simplest acceptable answer based on the question that is asked.

If the child asks why a condom is needed to prevent AIDS, explain that "any grown-up who has an illness want to keep their partner from getting sick, sort of the way you'd use a handkerchief in front of your nose when you have a cold." And be sure to stress that not everyone who has sex has AIDS.

Growing Child Research Review
Vol. 6 No. 1

Liars have other problems too

The child who habitually lies is also telling something about his home environment, researchers have concluded.

Chronic lying is linked with poor parental supervision, maternal rejection, and troubled relationships between parents, as well as other problem behaviors such as stealing, fighting, and delinquency.

Growing Child Research Review
Vol. 6 No. 2

Eye injuries often preventable

The most common cause of childhood eye injury is sports activity, with baseball, tennis, and soccer topping the list. It is estimated that 90 percent of all such injuries could be prevented if players wore protective masks and eye guards.

Next on the list of eye-endangering objects are sticks and tree branches, which cause damage when youngsters run into them or throw them at other children. Parents can hold family discussions on the potential danger of throwing any object at another person, making special mention of glass, rocks, toys, snowballs, sand, and sticks.

BB guns pose the third most common hazard to eyes.

Ordinary household items such as cutlery, belts, scissors, wire coat hangers, and antennae also are dangerous to the under-six set.

Growing Child Research Review
Vol. 6 No. 2

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
Fridays	11:30 PM ET	8:30 PM PT

A Journey Through the First Year of Life

April 14 2:00 PM	Eastern Time
June 6 8:00 PM	Eastern Time

Check local listings for times and channels

Activities

When doing these or any other activities, please be careful! Do not leave long strings, small pieces, or sharp objects where young children can reach them.

BABY

Baby Bootie Bells

You need:

Jingle bells

You do:

Attach a bell to each of baby's booties. Each time he kicks, he'll be rewarded with sound.



TODDLER

Macaroni Jewelry

You need:

Macaroni with a large hole or
Plastic straws cut into small pieces
String or yarn
Tape
Construction paper

You do:

Make a tip on the yarn by wrapping a piece of tape around the end. String the macaroni or straws, being careful to tie on the first one. Leave some string on both ends for tying. Short strings make a bracelet, long ones a necklace.



PRESCHOOL

Fingerpaint Fun

You need:

Paste or liquid starch
1 or 2 spoonsful of soap flakes
Food coloring or tempera paint



You do:

Use shiny paper (shelf paper works well) or vinyl-topped table. Dampen the surface. Put down a dab of paint and begin. Use your whole hand, the side of your hand, or fingers to make swirls, curves, and straight lines.

Fun things to do in July

Sunday

Monday

Tuesday

Wednesday

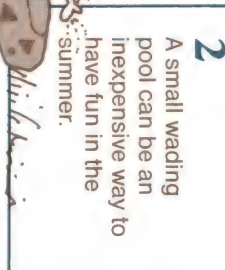
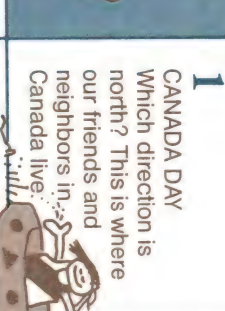
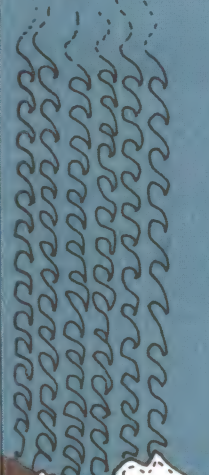
Thursday

Friday

Saturday

**Growing
Child**
A Division of Dunn & Hargitt, Inc.

For children 6 months to 6 years -



<p>3 Go see a parade this month.</p>	<p>4 INDEPENDENCE DAY Sing Happy Birthday to the U.S.A.</p>	<p>5 Old pans, brooms, etc., can be new toys for Youngster. (Make sure they're safe.)</p>	<p>6 Is there a Toy Library in your town?</p>	<p>7 Look at Youngster's shadow in the morning, at noon, and in the afternoon. How does it change?</p>	<p>8 Rent a video of a classic children's story.</p>	<p>9 Take a nature walk in the early morning. Tape record the sounds you hear.</p>
<p>10 Eat dinner outside in the evening.</p>	<p>11 Give Youngster a big, noisy kiss on the tummy.</p>	<p>12 Watch for Lightning Bugs in the evening.</p>	<p>13 What is the temperature today?</p>	<p>14 "Paint" the sidewalk with a big paintbrush and water.</p>	<p>15 Collect some rocks. Sort them by size and color.</p>	<p>16 Visit a farmer's market. Let Youngster pick out a favorite fruit or vegetable.</p>
<p>17 Read a book outside this week—in the park... on your front step...</p>	<p>18 Give Youngster his own plant. If he's old enough, talk about watering, sunlight, etc.</p>	<p>19 Without scaring, play "chase" with Youngster.</p>	<p>20 Where is Youngster's nose? What is it for?</p>	<p>21 Look for the color blue while riding in the car.</p>	<p>22 Listen to a Raffi album.</p>	<p>23 Make a drawing in the dirt or sand with a stick.</p>
<p>24 Get up early to watch the sun rise. 31 Count the windows in your house.</p>	<p>25 Tape together two empty rolls of toilet tissue to make binoculars.</p>	<p>26 Is it hot today? Put an ice cube on the sidewalk, and watch what happens.</p>	<p>27 Play peek-a-boo behind doors, furniture, etc.</p>	<p>28 Put fruit juice in ice cube trays and freeze for a yummy treat.</p>	<p>29 Gee whiz! It's been a long time since you visited the library. Go see what's new!</p>	<p>30 Invite one of Youngster's friends over for a mini-picnic.</p>

Whose baby is better?

By Julie Trower Young

My brother Jeff is five years older than I am, so we didn't experience much sibling rivalry while we were growing up. Instead, he was my protector and teacher.

But what happens when siblings become parents? Suddenly, competitive feelings can surface in the closest of families.

I noticed this last Christmas when we took our three-month-old daughter Chelsea to meet my family. It was hard not to compare babies: Jeff's 15-month-old son Austin was still waking up at night; Chelsea had been sleeping through the night since she was two weeks old. Austin was bald during his first year; Chelsea was born with a halo of blond hair.

One night, our father casually mentioned that I was much calmer as a new mother than he expected me to be. "Do you think that I'm an uptight parent?" Jeff asked defensively.

I understood how he felt. When I was still pregnant, Austin won prizes in several baby pageants.

Dear Lord, I thought, hearing about yet another trophy, please let me have a cute baby.

Normal feelings

What causes an adult to become suddenly competitive with a brother or sister years after the last battle over whose turn it was to ride in the front seat with Mom?



Feelings of rivalry are completely natural and normal. Under normal circumstances, we tend to monitor and control those feelings. But when faced with a stressful experience — like parenthood — it's easy to be overwhelmed by competitive thoughts.

Manya, the mother of three grown children, remembers clearly her feelings of insecurity as a new mother. Her self-doubts multiplied every time she talked to her brother and his wife.

"It began when my son didn't get any teeth until he was about a year old," she remembers. "Although my pediatrician assured me that everything was fine, my brother and his wife warned me that it might be a sign of mental retardation!"

When Manya's son did sprout teeth, her brother and sister-in-law found other ways to torment her. They criticized her about everything from discipline to fashion. "They were so constantly disapproving, I was afraid that I was ruining my children," she says. As her family grew, however, Manya realized that her children were turning out okay, in spite of her relatives' dire predictions. Gradually, she gained self-confidence.

One winter evening, the two families were preparing to go out for dinner. "We were all dressed up and their children came out in fancy little velvet coats. When my children clumped out in their parkas, my sister-in-law asked

Continued on next page

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Sibling rivalry doesn't always stop when you grow up.

But Grandma says Page 3

What to do when you disagree with your parents on childrearing issues.

Just going through a phase Page 4

It's OK not to like every stage of childhood.

Enjoying the moment Page 5

Relax and learn to live fully in the present tense.

Research Briefs Page 6

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Photos of growing children, health news from Dr. Bob.

Calendar Page 8

Activities for 6 months to 6 years.

Continued from preceding page

why they weren't wearing dress clothes. I was beginning to develop a little courage and I just said flatly, 'They don't have any,'" Manya remembers with relish.

Looking back, Manya thinks that the constant criticism was partly because her brother and his wife were feeling overburdened by their parental responsibilities.

Unresolved issues

Sibling rivalry occurs in adults whose own developmental issues haven't been resolved. If you feel insecure or inadequate, anything that happens in your adult life in terms of achievement is liable to be examined with a comparative lens — how am I doing relative to my brother or sister?

This happened to Susan while she was unable to resolve her feelings about her brother's marriage.

Susan and David were very close as children, sharing interests in tennis and sailing. When David married, she reacted as if she had lost her best friend. She felt even more excluded when David and his wife gave birth to Timmy, the first grandchild in their family. Then Susan became pregnant, too.

"Throughout my pregnancy, my parents and grandparents kept talking about how wonderful Timmy was. I was afraid that if my baby was not as good as Timmy, they wouldn't love him as much," Susan recalls.

Susan's baby, Michael, was difficult from the start. A tiny bundle of nervous energy, he hardly ever slept and had trouble settling down even to eat. His fussiness was a sharp contrast to his cousin Timmy's placid nature, and Susan's resentment escalated.

The tension continued for several years until, ironically, David

and his wife gave birth to a baby girl whose personality matched temperamental Michael's. Susan couldn't help but feel vindicated.

"I know it was immature of me, but I couldn't hold my tongue," she admits ruefully. "I had to say 'Now you understand,' and they said 'Yes, now we understand.' I was also relieved that my parents were finally seeing my parenting skills with a different attitude."

Controlling rivalry

When you feel competitive toward your brothers or sisters, how do you keep those feelings from mushrooming out of control?

The first step is to accept your okayness as a parent.

Remind yourself that you're doing your very best as a parent, even if your style is different from your siblings.

If that doesn't work, remember that the sibling relationship is an elective relationship in adulthood. You don't have to get together with your brothers and sisters.

When you do attend family gatherings and the conversation turns toward your children, don't automatically assume that the comments are valid, even if they come from relatives.

Janice has learned to deflect comparisons with a standard reply. "Isn't it neat how all children are so different?" she says gently whenever anyone begins to talk about how soon their children began to walk or climb stairs.

Listen to yourself

It also helps to listen to yourself at family functions.

When my brother's son was 18 months old, he was a miniature tornado in action. As we watched him dash from one activity to another, I jokingly asked my brother, "Do you think

Austin might be hyperactive?"

Jeff's hurt expression immediately told me that I had overstepped the bounds of sisterly teasing. Now I am careful, when talking to him and to other new parents, to avoid anything that sounds like a criticism of their child or their roles as parents.

If you still feel uncomfortable in family gatherings, look inward to discover why, after you've now reached maturity, you still are so worried about whether your brother or sister is coming out ahead of you.

Examine the reasons and try to resolve them by talking to a friend, a spouse, or to the sibling. If none of that works, try talking it out with a therapist.

Sibling benefits

Finally, remember that in spite of the problems associated with being an adult sibling, there are also benefits. I remember how excited my brother was when I became pregnant. Having just experienced the joy of having a baby, he was as thrilled as a preacher accepting a convert into the fold. No one else in the family reacted quite as passionately about my impending motherhood.

During that same Christmas reunion, my daughter fussed and cried whenever anyone other than my husband or I tried to hold her. In spite of my assurances that it wasn't personal, most of my family felt rejected — and said so. Only Jeff understood that Chelsea really wasn't a three-month-old spoiled brat, and he made a special effort to smooth things over. Even in adulthood, he is still my big brother — and protector.

Julie Trower Young is a full-time mother and part-time freelance writer specializing in women's issues.

But Grandma says . . . What to do when you disagree

By
Marilyn Pribus

If there are disagreements between generations in your family when it comes to child-rearing, there are several things to consider.

- How important is it?

If children seldom see their grandparents, a simple conversation about different rules at different houses may suffice. But if there are major differences of opinion and children spend a lot of time with grandparents, the situation will have to be addressed.

- Many new parents are understandably insecure in their decisions about rearing children. An authoritative grandparent may make it hard to stand up for one's own beliefs.

Many adult children have had the experience of visiting their parents and finding themselves slipping back into childhood patterns of resentment, rebellion, or compliance. It can be difficult to decide if an argument is about a candy bar or if it's really a replay of an old conflict.

- Some grandparents who were very strict with their own children prefer to simply "enjoy" the grandchildren, indulging every whim, chuckling at tantrums (for which they punished their own children), and undermining discipline.

- Grandparents who've struggled to raise their children may see different child-rearing methods as disapproval of their own practices or a repudiation of their values.



Extreme cases

When differences of opinion about children are impossible to resolve or in cases where there are problems of sickness such as untreated alcoholism or a severe mental disorder, hard choices must be made. It is painful for grandparents and grandchildren to be cut off from each other, but there may be no other solution.

In some cases, however, visits may be made with the parents or a responsible third party present.

Often differences between generations are the product of misunderstandings and faulty communication. A frank discussion of the parents' philosophy of child raising can often lead to a sharing of ideas between generations as parents and grandparents deal with the children they all love.

How to handle an awkward situation

Between the two extremes of response — suffering in silence or denying all contact with grandparents — there is usually a meeting ground. That well-used word "communication" is essential.

- The new parents should dis-

cuss between themselves their philosophy, goals and plans for teaching their children to cope and grow. If you have disagreements, they should be ironed out before approaching grandparents.

- If there is a particular child development book you are consulting, provide the grandparents a copy.

- Decide whether there is one specific area of disagreement, such as television viewing or going to church, or if there is a strikingly different philosophy of child-raising between the generations.

- Meeting *without the kids* on neutral ground, perhaps something between Burger Chef and Le French Chef, may lend itself to a productive discussion.

Whether you are the parent or the grandparent, state your case, then *listen*. It just may be that the other generation does have some good ideas and there's something you can learn.

Marilyn Pribus is a frequent contributor to Growing Parent. She and her husband have two grown sons and (suddenly!) three step-grandsons. They live in Fair Oaks, California.

Just going through a phase

By Joan Wester Anderson

Now that several of my children have reached young-adult status, I can admit a closely-guarded secret: I loathed the years when they were tiny.

Other than infancy (a delightful stage, despite its inherent messiness), I found little appealing about a clutch of small fry bent on destroying my environment, drinking poisonous substances and climbing — drenched — into bed with me in the middle of the night.

Dutifully I trotted them to the park, cuddled small bodies as we read storybooks, answered questions, praised and hugged and ignored my own boredom and exhaustion — while a tiny voice within me kept asking, "Is that all there is?" It wasn't.

The children began a marked improvement around the age of nine or ten, and with the advent of high school entrance (theirs), I came into my own. To my relieved surprise, I adore teenagers. They're delightful, witty, intriguing, and best of all, they can fix their own sandwiches.

Different strokes . . .

My neighbor, however, thinks I have gone round the bend. Her adolescents intimidate her; she's unsure about discipline, aggravated over filthy bedrooms and flippant remarks, reluctant to discuss sex and drugs. She sighs wistfully for the "good old days," when her tots were trusting and innocent, and motherhood was a snap.

Our contrasting attitudes point up an aspect of parenting that is rarely addressed, but really ought to be: Different people enjoy different stages of childhood.

And even more important, there is nothing abnormal or sacrilegious about barely tolerating

one phase and happily embracing another. Like other things in life, it's simply a matter of preference and ability.

No preparation

And yet, we adults are not prepared for such reactions. We begin our parental journey assuming that we will move along on a plateau, that the occasional peaks and valleys will result from *outside* forces rather than inner disposition.

We bone up on teething and allergies and separation anxieties, attend how-to classes, experiment with a variety of theories and techniques.

We try. Oh, how we try.

But no one ever tells us that sometimes things won't work, not because we are failing, but because for a variety of legitimate reasons, we are temperamentally unsuited to the demands of our child's age.

Worse, until one has logged several years' duty time in the trenches, it's almost impossible to predict which stage will be a winner — and which a disaster — for both parent and child. My pal Barbara, for example, routinely signs up for temporary office jobs whenever one of her children approaches junior high age.

With wisdom born of bleak experience, Barbara knows that she must keep her mind and mouth occupied during this upcoming difficult period, lest home turn into a battlefield. Within a matter of a year or two (Barbara can almost predict the day), the current Obnoxious One will settle down and become her good young friend again.

A first-time mother, however, has no such frame of reference. And coping with the unnerving discovery that she really doesn't

like her two-year-old very much can be devastating.

"I wasn't prepared for the boredom," more than one new mom has confided to me, six or eight weeks after delivery. And I can almost see the defeat in their faces. Where have we failed? Why did it all seem like such a good idea? Is there any hope?

There's hope

Yes, indeed, there's hope, but we all need to face and accept certain facts. First, it helps to understand that "liking" a child has little to do with loving him.

The bonds of love, tenderness and sacrifice are deeply ingrained in parents, freely forged and unshakable.

Would we die for this tot, do all in our power to protect and care for him? Of course.

The fact that we find him an incredible nuisance at present has nothing to do with the depth of our commitment. Feelings are never an accurate barometer of love. Fortunately.

Second, because we are committed, we continue to meet our parental obligations.

Words of praise and affection, structure, discipline and follow-through, regard for moral and physical well-being, loving and cuddling and positive reinforcement — these do not slacken simply because, for the moment, few pleasures accompany the tasks.

We keep at it because it's right. And we give ourselves no reason to feel guilty, which can only compound the burden we already bear.

Joan Wester Anderson is a wife, mother of five and freelance author of books, articles and short stories, many of them dealing with family topics.

Enjoying the Moment

By Rita Robinson

Have you ever been talking with a group of friends and find your mind drifting to the potted plants at home you forgot to water or to an argument you had with your mate earlier that morning?

Perhaps in the middle of a business meeting you start thinking about an important phone call you forgot to make and your mind skirts from the issues being discussed.

Before long, your mind is adrift with all sorts of problems and you're only catching bits and pieces of the conversation, adding nothing of your own.

Beware "mind drift"

Mind drift, or not having the ability to stay tuned to the here and now, is an occasional problem for most people, and a serious one for some. Whether it occurs infrequently or most of the time, it robs us of one of life's biggest pleasures — the ability to enjoy the moment.

Tuning out is not only mentally unhealthy and draining, but it causes accidents. How many times have you nearly bumped into a car in front of you or run a stop sign because your thoughts were elsewhere?

Additionally, people who have a difficult time focusing on the issue at hand may be suffering mild to severe forms of depression, which have affected up to 70 percent of the population at one time or another in their lives.

Drifting out of a conversation may not seem as threatening as crashing into another car, but the outcome can be just as serious. It can be a lifelong habit that cheats one out of full participation in life.

Staying focused

People who want to break the mind-drift habit must convince themselves that it's important to stay focused, and that requires a change in attitude.

There are exceptions and sometimes it may be healthy to tune out a tacky conversation. On the other hand, if the problem is frequent and persistent, something should be done about it.

In our fast-paced society, with its emphasis on communication, it's important to stay in tune, and it's up to the individual to find out how to do it. We need substitutes for the old hickory stick used during 19th century church services to jolt people into wakefulness when the sermons went on for hours sending parishioners into semi-doze states.

A method not quite as harsh as the hickory stick, but one that works is to bite your lip hard enough to jolt you back into the picture.

Or simply shout loudly in your mind, "STOP!" The word jolts the consciousness and brings a person back to the here and now.

A person can use the technique to its fullest when alone. If the mind starts to drift to depressing thoughts, shout the word out loud.

Enjoy the here and now

Everyone can enjoy a better quality life when they're tuned to the here and now, but it takes discipline and commitment.

Politicians are good at giving you that "moment," with that handshake that says, "I'm connecting with you." However, they train themselves to focus this way and seldom remember once they have moved on to the next

person. But their skill at making the other person feel important enhances their popularity.

It's important to make people we deal with feel special, even though at times it seems impossible to stay tuned in. When you're involved in a boring conversation, grab hold of a key phrase, such as "politics" if that's what's being discussed. Say the word quietly to yourself. If you don't have any expertise on the subject, ask questions.

Successful people do this all the time and have the ability to enjoy the moment, even when things seem boring.

Some people seem to believe that it's up to others to keep them from being bored, when it's clearly a matter of changing one's own attitude.

Live the context

People who don't focus on what's going on around them live in the content of their lives and not the context.

By living in the content of life, we're restricted to a given area, including our own inner world. When we live in the context of our lives, it involves the entire situation: our environment, background, and personality.

We're always drifting into the future and into the past. We have to pay attention to the here and now, and it even helps to get angry at yourself for being a passive participant instead of an active one, according to the experts.

Enjoying the moment, despite the circumstances, affects the quality of our lives, and to do so is a conscious choice that has to be made and acted upon.

Rita Robinson is a former fulltime reporter with specialties in health and psychology, now writing independently, and published in more than 150 magazines.

Research Briefs

Excerpts from child development research

'Only' children do fine on personality measures

"Only" children have often been characterized as maladjusted, precocious types bound to have trouble with other kids. But one group of researchers have concluded that the stereotype doesn't fit at all.

The study concentrated on five general developmental areas—motivation to achieve, personal adjustment, personal control, character, and sociability.

In all five areas the only children were equal to counterparts with siblings, and in two of the five, they were above average.

Superior motivation

Onlies show their superiority most clearly in measurements of motivation to achieve. Here, only children of both sexes and all ages, from a variety of racial and social subgroups, scored higher than all other youngsters.

Behind their drive to achieve may be the fact that parents of onlies, like parents of first-borns, tend to underestimate the developmental time it takes for a child to sleep through the night, become toilet trained, and so on.

The parents have high expectations, which coupled with the necessity of pinning all their hopes on one youngster, may push that child to excel, the researchers hypothesize.

Personal adjustment was the second area where only children shone brightest.

Onlies of grade-school age tested significantly higher than most other children. The researchers believe that "increased parental vigilance and contact" may make these youngsters feel particularly self-confident and valuable.

The other three areas examined were personal control (the feeling of being able to control the outcomes of one's life), character (here meaning maturity and cooperativeness) and sociability.

Although almost all groups of onlies tested slightly higher than their peers in these

domains, the difference was not great enough to be statistically significant.

How do onlies get to be so sociable?

The researchers feel that their success may be due to their acquisition of "mature social skills through intensive one-on-one interactions with their parents."

The review of studies confirms that the nature of the child-parent bond can play a major role in determining a child's personal adjustment and motivation to achieve.

Research Review
Volume 5, Number 12

Onlies also score higher on tests of divergent thinking

In another study, "only" children scored higher on tests of divergent thinking than youngsters who were eldest, middle, or youngest in their families.

Divergent thinking is usually defined as the process of thinking in unconventional directions, such as thinking of alternate uses for familiar objects or different ways to solve problems. It is often considered to be a factor involved in creativity.

Why do more only children tend to develop the personality traits important for divergent thinking?

The researchers speculate that parents of onlies select and structure their youngsters' experiences differently from parents who have more children in their households.

Research Review
Volume 6, Number 3

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
Fridays	11:30 PM ET	8:30 PM PT

The Back Page



Growing Children

At two years four months, Sophia Akl (left) of Kingston, Ontario, Canada, enjoys painting. Ronda Carol Francis (above), seven months, is happy under her blanket. Thanks to their parents for sharing their smiles with us.

Dr. Bob

'Shaken Baby' Syndrome

Recently there have been reports of brain injuries in infants (under one year) due to "shaking" the child. Sometimes this is during play and sometimes it is actually the result of abuse.

Young children's skulls are large enough to allow the brain to move and neck muscles are not strong enough to support the head. As a result, the brain can bang against the skull, causing internal bleeding.

All play and exercise activity in infants should be gentle to avoid injury to the head and neck. This age child should never be tossed in the air or carried over one's shoulder or across the arms without the head and neck being supported.

HIB Vaccine update

A new type of HIB vaccine has recently been released for use. It can be given as early as 18

months and may be even more effective than the original one.

The release of this vaccine is of particular importance since there have been reports of children contracting *Haemophilus influenzae* type b meningitis even though they were properly immunized. Apparently, there are certain parts of the county where the vaccine is not as effective as it is in others.



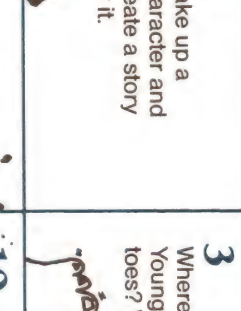
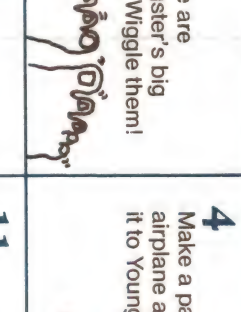
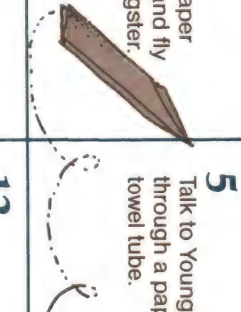
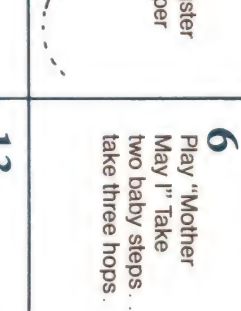

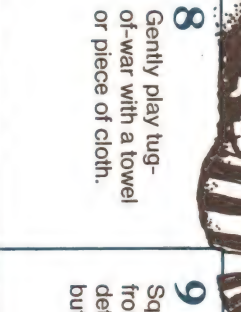
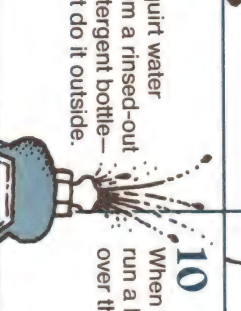
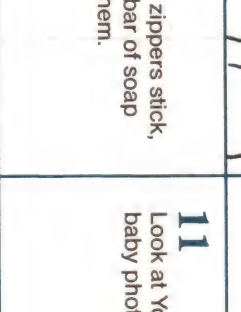
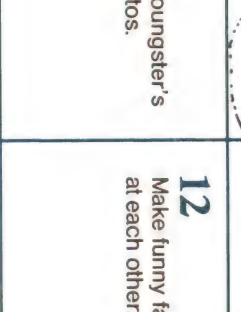
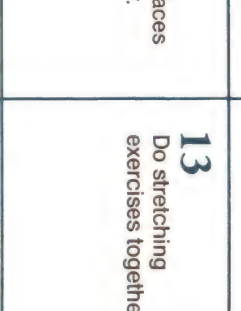

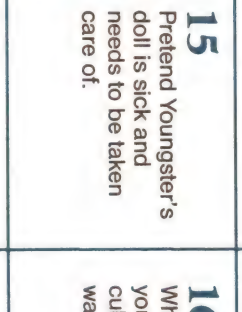
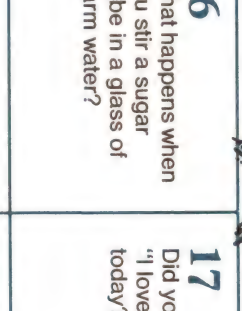
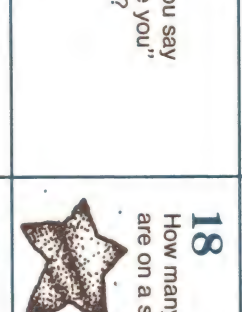
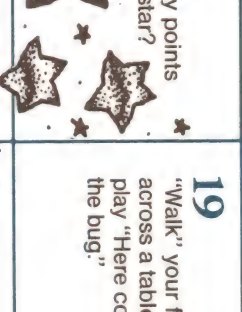
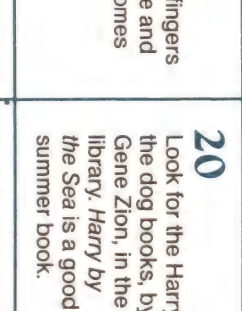


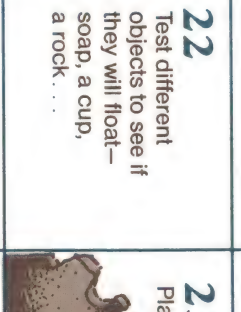

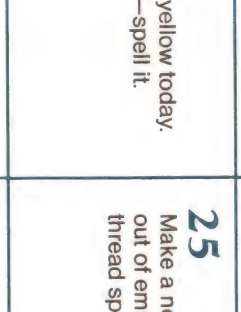
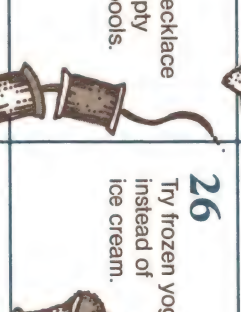


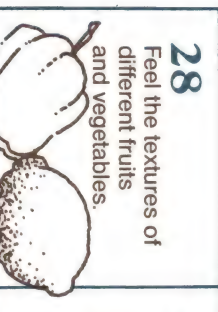
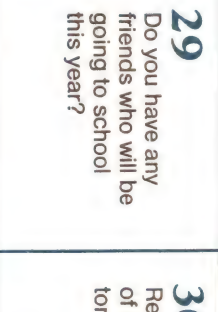
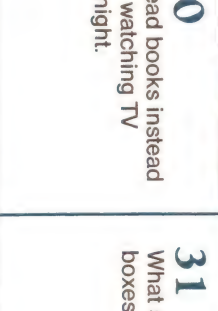


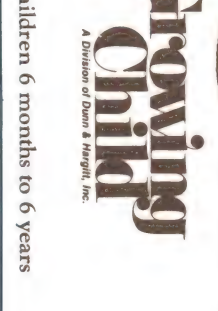

It is a good idea to contact your child's pediatrician concerning the recommendations in your area. She will also be able to tell you if re-immunization is necessary.

Reye Syndrome update

Reye Syndrome, the serious and sometimes fatal liver disease that is known to be associated with chicken pox and influenza is still linked to the use of aspirin. This relationship was recently rechecked and found to be true by a United States Public Health Service study.

Remember, don't give aspirin or aspirin-containing fever or pain relievers to your children, particularly if they have chicken pox or flu.

Fun things to do in August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>7</p>  <p>Melon balls are a yummy summer treat.</p>	<p>1</p> <p>Visit your county or state fair this month.</p> 	<p>2</p> <p>Make up a character and create a story for it.</p> 	<p>3</p> <p>Where are Youngster's big toes? Wiggle them!</p> 	<p>4</p> <p>Make a paper airplane and fly it to Youngster.</p> 	<p>5</p> <p>Talk to Youngster through a paper towel tube.</p> 	<p>6</p> <p>Play "Mother May I" Take two baby steps... take three hops...</p>
<p>8</p> <p>Gently play tug-of-war with a towel or piece of cloth.</p> 	<p>9</p> <p>Squirt water from a rinsed-out detergent bottle—but do it outside.</p> 	<p>10</p> <p>When zippers stick, run a bar of soap over them.</p> 	<p>11</p> <p>Look at Youngster's baby photos.</p> 	<p>12</p> <p>Make funny faces at each other.</p> 	<p>13</p> <p>Do stretching exercises together.</p> 	
<p>14</p> <p>Read the comics to Youngster.</p> 	<p>15</p> <p>Pretend Youngster's doll is sick and needs to be taken care of.</p> 	<p>16</p> <p>What happens when you stir a sugar cube in a glass of warm water?</p> 	<p>17</p> <p>Did you say "I love you" today?</p> 	<p>18</p> <p>How many points are on a star?</p> 	<p>19</p> <p>"Walk" your fingers across a table and play "Here comes the bug."</p> 	<p>20</p> <p>Look for the Harry the dog books, by Gene Zion, in the library. <i>Harry by the Sea</i> is a good summer book.</p> 
<p>21</p> <p>Listen to a wind chime.</p> 	<p>22</p> <p>Test different objects to see if they will float—soap, a cup, a rock...</p> 	<p>23</p> <p>Play with a puzzle.</p> 	<p>24</p> <p>Wear yellow today. Say it—spell it.</p> 	<p>25</p> <p>Make a necklace out of empty thread spools.</p> 	<p>26</p> <p>Try frozen yogurt instead of ice cream.</p> 	<p>27</p> <p>Visit an elderly friend.</p> 
<p>28</p> <p>Feel the textures of different fruits and vegetables.</p> 	<p>29</p> <p>Do you have any friends who will be going to school this year?</p> 	<p>30</p> <p>Read books instead of watching TV tonight.</p> 	<p>31</p> <p>What shape are the boxes on this page?</p> 	<p>31</p> <p>What shape are the boxes on this page?</p> 	<p>31</p> <p>What shape are the boxes on this page?</p> 	<p>31</p> <p>What shape are the boxes on this page?</p> 

Are you spending too much time cleaning house?

By Shelley Hoose Quincey

The day that your first child was born, 9,274 hours of extra housework were automatically created (assuming that your child moves out right after high-school graduation).

A second child adds 3,672 more hours.

I used to imagine that if I could just finish vacuuming or sorting the laundry, the housework would be finished and I could relax.

Maybe that's a half-truth before we have children, but after they are born, it is an utter fabrication. We all know that young children can undo a clean house in 10 minutes. So let's accept that our homes will never be perfect and everything will never be done.

Compromise

The first thing to do is to adjust your standards of cleanliness. Look around your house and ask yourself a few questions.

What do you feel must be maintained daily in your home?

Write the answers down, but make the list short!

A good rule of thumb is, "Will the job take longer later if I put it off now?" Unrinsed, dirty dishes caked with food will take longer to scrub and clean later than if you rinsed them or washed them right after they are used.

On the other hand, dust on the table-tops won't be any harder to wipe off tomorrow — or next week — than it is today. Toys that will be strewn around again in an hour don't need to be



picked up this minute.

But what if you just can't function in a room crowded with toys and clothes and newspapers?

Pick it up, if you have to — but realize that you'll be doing it all day. Or try to keep one room clean and waiting for any quiet moments you may find. In my home, it's the master bedroom. Since the kids seldom play there, it is fairly easy to keep it neat. I can go into it, read a book, sew, write a letter, or do aerobics, and effectively forget (out of sight, out of mind) that I'm only temporarily in the quiet eye of a hurricane.

Organize and Store

An organized house needs much less maintenance. As you clean your house, watch what you're doing. Do you shift piles of stuff from the couch to the table to the floor?

In my house, I've found that most of the mess is clutter. If the

Continued on next page

In This Issue

Cleaning house Page 1

Are you spending too much time cleaning house? Here are some tips for organizing your space and time.

Dear Growing Child Page 3

On mealtime battles, selfish mothers, and what songs can tell.

Beating the breakfast blues Page 4

There are hundreds of ways to beat those early morning hassles.

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On media exposure, Beech-Nut settlement.

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About recliner chairs, consumer complaints, and photos of Growing Children.

Calendar Page 8

Activities from six months to six years.

Continued from preceding page
house is orderly, I don't mind the dust on the tv or the cobwebs on the ceiling.

Fight clutter by creating practical and accessible storage in which everything in your home has a place. The main rule in storage is to try to put things close to where you need them. So many times I have tromped all the way through the house to the cabinet under the stairway just to retrieve my box of garden seeds. Finally, I made a place for them on a shelf outside.

Put the toys where they are used!

If your toddler will not play alone in his bedroom, but always carries his toys into the living room, bring the toys into that room so you don't wear out the carpet and your patience putting them away. When he is older, they can go back into the bedroom. (Another good reason to store toys outside a child's room is that the bedroom will stay neater and your children may just learn to prefer it that way!)

The worst enemy of a neat house is the toybox. It is a catch-all for all the loose pieces of every puzzle, lock-blocks, or play dish set we have.

I've found that bookshelves to display the toys work best. I put square plastic bins on the shelves to separate and organize different types of toys.

Five-year-old Ramona's toys, some of which have pieces too small to be used by Ayla, go on the higher shelves, along with a house rule that she find all the pieces and put them away on the shelf when she is finished playing with them. (If your child is old enough to do a 25-piece puzzle, she is old enough to put it away herself.)

As your children grow a little older, use rules to prevent too many toys scattered about. Some toys that are expensive, especially nice, or have many

pieces, I do not allow out unless the rest of the toys have been put away.

Get a system

If you've got your storage and organization together, that's half the battle, but you still need a system.

Let's be realistic. Just because you're willing to compromise on your housework doesn't mean you can suddenly enjoy living in a pig sty. Some maintenance must be kept up. Things still do need cleaning.

First, when you make your schedule, don't plan to do too much at one time.

I've found that regular clean-up is more efficient — and less stressful — for me than leaving everything to do at the end of the day. Instead of dawdling over breakfast and coffee, I now do the breakfast dishes and straighten a little before we leave. I still don't do housework while the kids are gone, but am able to use my early-morning time more efficiently.

Even if you've always hated schedules, try to work up a general guideline for doing your chores. Otherwise, you will be tempted to just pop a load of laundry in right now instead of taking a much-needed nap. You can even plan some recreation time for your family and yourself.

Spend five minutes in each room before leaving in the morning, or if you don't have time for that, at least neaten the area that you can see from the front door.

To save time, use your waiting time. Don't just stand there while your toddler is taking a bath. In a couple of minutes, you could clean the sink, change the trash can liner, or even mop the floor.

Get a long cord on your phone, and you can continue doing dishes, sweeping, changing a diaper, or folding clothes while talking to a friend.

Child time

While making your schedule, remember that children demand a lot of attention. Some parents of young children won't even clean house if their kids are home, but if you choose that method, when will you ever have any extra time?

Try instead to get as much done as possible while they are there, but don't expect to finish cleaning windows and vacuuming in the time it would take if no one else were home. To mesh housework and children, include your children in your chores.

You can carry very young babies around in a front-carrier and then a back-pack when their backs are strong enough.

A toddler can be given a damp sponge and will not create much havoc with it. Keep some lower kitchen cupboard accessible and stock them with your plastic containers, baking utensils, and pots and pans. Getting in half hour of kitchen clean-up is worth a couple of minutes of putting Tupperware away. And talk to your children while you work.

My five-year-old actually helps me prepare dinner. She sets the table and tears up lettuce for the salad.

They both enjoy carrying dirty laundry downstairs for me and help me sort it into piles. If you include your children in daily household tasks, they may grow to accept their chores with more grace as they get older.

And, working with your children helps you remember just why you have a family, after all. Not so you can keep the building that houses them clean, but so you can enjoy watching and helping your babies grow up.

Shelley Hoose Quincey is a free-lance writer. She lives with her husband and two daughters in Captain Cook on the Big Island of Hawaii.

Growing Dear Child



Readers write
to Growing Child

Mealtime battles

After reading all the negative mail generated by your article "Eliminating Mealtime Battles," I had to write and tell you how helpful that article has been to me.

My toddler was just embarking on the phase of mealtime contrariness when that article saved the day. As soon as my husband and I started "not noticing" her mealtime antics, and not acting eager or excited when she did eat, she lost her motivation for being difficult. Now she is quite happy to eat like everybody else.

Pamela Cody
Seattle, WA

How selfish?

I must disagree with the author of an article in March 1988 *Growing Parent* about how parents should become more selfish.

Perhaps she has a point in that we mothers devote too much to our children. But the point I disagree with is how she handled the breakfast issue.

Her child had already eaten when the mother warmed just enough potatoes for her own breakfast. The child wanted some of it too.

When a similar situation arises in our home we try to treat our child as we would appreciate being treated—with kindness and understanding. If my child had eaten and then wanted my breakfast too, I would explain to him that this was mine to eat but that I would gladly share one bite with him.

This way, he gets a taste and there is no struggle or argument. We both get what we want.

Pat Copeland
Nara Visa, NM

Avoid rudeness

One needn't be rude in order to look after one's own interests. Whether or not a decision is accepted willingly by children often has to do with how it is delivered.

Decisions stated in a calm and loving, albeit firm, manner, and not shouted angrily and authoritatively, aren't as likely to evoke hurt feelings in children, or guilt in adults.

Compromising, or offering some alternative or alternative time is effective. For example, in the breakfast episode, the mother could have said, "This is mine. But I'll let you have a taste. And next time maybe you can have this." After all, isn't that how we'd like our children to behave in a confrontation?

Lin Mackrael
Toronto, Ontario

Songs tell stress

At almost four, my son Jonathon has led us a merry chase through those precious and precocious growing up phases. Trying to figure out why he was doing something naughty or not responding to simple requests was always a problem.

Right around three years, Jonathon became a singer—he sang songs from *Sesame Street*, church songs, and also made up songs about his thoughts and feelings. What an eye-opener those songs were.

Now whenever things go awry, a simple request for a Jonathon song will usually let me know, or get an idea, of what the problem is. Maybe parents of other singers can use this idea, too.

Cheryl Ayres
Rockford, IL

How selfish?

I feel a mother should be as unselfish as possible.

While our children are immature and sometimes demanding, mothers are mature and nurturing. We teach our children love, patience, and sharing by loving them, being patient with them, and sharing with them.

There are no limits to what mothers can do. We can love ourselves and give our husbands, friends, and children all the love they desire, too. I truly believe that the more we give of ourselves the happier we will be in the long run.

Carol A. Roden
Fremont, OH

Helpful hint

My two year old enjoys looking at catalogs from specialty stores which come in the mail.

We look at hat, belts, umbrellas, necklaces, shoes: identify clothing, body parts, colors. There are often location scenes with animals and trees.

I get to read part of my mail and it's a nice break from children's stories.

Margaret Martin
Indianapolis, IN

"Dear Growing Child" is a forum for our readers. The letters published do not necessarily represent the views of Growing Child.

All letters to the editor will be treated as having been submitted for publication. If you do not want your correspondence published, please specify this in your letter. Names withheld upon request. We reserve the right to edit for publication.

Beating the breakfast blues

By Janet Dengel

HELP WANTED: *M/F to scrape cereal off wall, make sure children have clean outfits, comb knots out of toddler's hair, change last minute diapers, and see that everyone gets a nutritious meal. Hours: On call anywhere from 5:30 to 8:30 a.m., seven days a week. Faint-hearted need not apply.*

Whether parents have to drop children off at daycare and get to work, need to go to the supermarket and run errands, or be on time for an infant exercise class, the early morning problem is the same: How can you get yourself and your family out of the house each morning without yelling, crying or undue stress?

"Breakfast is the most important meal of the day" are guilt-producing words and yet they are true.

Ever since the Iowa Breakfast Studies linked poor attitude and lower achievement to skipping the first meal of the day or eating an insufficient one, parents have been faced with the challenge of getting their children to eat a balanced breakfast.

How can parents get children to eat a wholesome meal and still get out of the house on time?

- **Be creative.** For toddlers, straws, colorful plastic spoons, a special bowl or a fancy cup can turn a picky eater into a good one.

A little table and chair set up in the kitchen may be preferable to always being under scrutiny where the adults sit.

For infants who can sit up in a highchair, finger food such as dry cereal or scrambled eggs in a wafer cone can keep their hands busy while you spoon in their baby food.

Cups with plastic tops can prevent spills as infants slowly but



surely master the important task of drinking from a cup.

Avoid battles by offering a variety of foods and praise any attempts at self-feeding.

- **Think small.** Little children are overwhelmed by bowls of oatmeal that seem to have no bottom or a stack of French toast that never disappears.

Small portions of varied foods such as a fruit cup and silver-dollar-sized pancakes will have them licking off the syrup and asking for more.

Allowing even babies to mix their own dish of oatmeal, raisins and applesauce increases the odds that they'll finish it.

- **Try anything that works.** The mother of nine-month-old twins admits, "My girls never seemed interested in a big dinner. So the next morning I would heat their favorite leftover — spaghetti and meatballs — and serve it to them for breakfast. It worked every time."

Many a toddler eats peanut butter and jelly for lunch and breakfast and one mother re-

ports that the only time of day her ten-month-old eats green vegetables is in the morning, "when he's too sleepy to fight about it."

Minimizing food choices in the morning reduces the amount of time you need to stand by the kitchen cabinet while you point to each cereal to a rounding chorus of "No!"

Streamlining breakfast clean-up

Breakfast is over, your baby ate all of her fruit and cereal, everyone is pleased.

But, wait!

There are pureed peaches on the wall, dry cereal on the floor, oatmeal dripping down the table leg, and sticky bowls, spoons and cups.

There are quick ways to clean up now rather than coming home to the same mess later:

- Mail order catalogs sell heavy plastic mats for about \$15 which can be placed under a highchair. Or, buy a cheap vinyl shower curtain as a catch-all for any food that falls.

Shake out the crumbs for the birds, wash it off with a sponge, and hang it to dry in time for the next meal. Transparent contact paper can protect walls from flying orange juice.

- If you can't get the dishes done, at least bring them to the kitchen counter, sink or dishwasher. The table will be cleared and the room won't look too messy.

Don't hesitate to use paper plates, bowls and cups, especially if you're up at 2 a.m. with a teething infant or a sick child.

- Toddlers are old enough to carry empty bowls to the counter for you. If the bowl is still full, you may rather carry it yourself to prevent further messes.

Small children also delight in washing the table and don't mind wiping up spills. You may not win a good-housekeeping award, but you are teaching them responsibility and family cooperation.

- Make sure you purchase an easy-to-clean highchair, preferably with a removable plastic tray and no intricate designs to scrape cereal out of. Protect the chair with easy to remove and wash plastic or cloth pads.

- Set a good example of table manners. Even babies can learn that it is not acceptable to dump cereal or fling applesauce.

Dressing for success

Everyone's fed, you're all ready to go, but . . . they're still in pajamas. Getting dressed can often be the biggest battle and parents are split on when to get this chore done.

"I dress them first, feed them second," says one mother of a three-year-old and a newborn. "That way my preschooler can dawdle awhile over breakfast without me nagging that he has to hurry up and get dressed. I use aprons, bib and huge cloth napkins to protect his clothes."

The mother of a ten-month-old disagrees. "Too many times an outfit was ruined by spills. I had twice the work and I was more likely to get upset and ruin the morning."

Whichever method you agree with, dressing a reluctant toddler or a squirming infant can be a challenge:

- Lay out clothes the night before and always have an extra outfit on hand.

Encourage independence by allowing a toddler to choose among three selections of outfits appropriate for the weather and the activity.

- For toddlers and preschoolers, set a timer or have a race to see who can dress first. Make sure the clothes have easy zippers, big buttons, or better yet, elastic waists to prevent frustration.

- For small infants, the stretchie is still the most practical and quickest to put on. New ones, decorated with everything from balloons to rainbows are as cute as any jogging suit and are more comfortable for your baby.

- A low sink which attaches to the bathtub ledge may make washing hands and brushing teeth easier for children old enough to stand up.

Low hooks for jackets and a centralized place for boots and shoes can prevent last minute

searches for needed items.

- Prepare yourself the night before. Have a diaper bag packed for the sitter or gather the toys and snacks you'll need in the morning when you go to your child's playgroup.

You can use the extra time in the morning to read a short book to your children or talk about their dreams. If you're too tired the night before and don't have any 5 a.m. risers, set your clock to wake up ½ hour before anyone. Use this time to get dressed without anyone hanging on your leg, to enjoy a cup of tea before nursing the baby, or to set the table in peace.

Morning madness can be changed to merriment and set everyone's mood for the day.

"No matter what," says the mother of an 18-month-old, "I always remember a hug to say good morning and kiss goodbye on the days I work."

Other mothers suggested a last minute dance around the living room, singing a song while you dress, or waking the children up 15 minutes early for an early morning tickle session in your bed. There are hundreds of ways to beat the breakfast blues.

Janet Dengel is the mother of three children and a freelance writer who specializes in child care and family topics.



Research Briefs

Excerpts from child development research

Media exposure shapes children's perceptions, values

By the time children enter school, exposure to the broadcast media has welded them into a peer group. Kindergartners already share perceptions, ideas, desires and values formed by what they see on TV and movie screens, points out Professor Robert D. West, a mass communications expert at Kent State University.

Children do not see TV and movies as a human product, but rather as slices and fragments of reality. "One of the most important things we can teach youngsters at an early age is that what they see on the screen is not real," West stresses.

He advocates encouraging kindergartners to create their own commercials, so they can experience the effort and technique that go into selling a product. In the process, they come to understand that the bedazzling object offered is just that—a product presented in ways to make it seem more desirable than it actually is.

Inside movies

It may be possible to enable slightly older children to make a short movie, so they can see for themselves that movies are not real happenings—that somebody writes the script, actors learn and play roles, and a director makes sure the acting is effective. These are important learnings.

TV and movies have less impact on children when parents watch with them, but many of today's parents are under such time pressures that youngsters sit alone in front of the set. The media infiltrate their lives to the point where the house, church, school and family depicted on the screen may seem more real—and sometimes better—than their own.

Balanced perspective

West reminds that even movies considered "good" for children are not harmless and need

to be balanced by an adult viewer's perspective.

"There are two story elements that have a very strong emotional impact on young children—watching a program in which a child is lost or in danger, or an animal is lost or in danger," he says.

"These are basic themes in the children's films regarded as exemplary entertainment—Disney movies such as "Dumbo" and "Bambi," classics like "Black Beauty" and "Lassie." The newest Disney film, "Benji the Hunted," puts all kinds of animals in danger. Some reviewers have questioned whether very young children should see it."

Growing Child Research Review
Vol. 6 No. 4

Beech-Nut pays for non-apple juice

Beech-Nut Nutrition Corporation, a subsidiary of Nestle, Inc., has pleaded guilty to selling flavored sugar-water under the name of apple juice from 1978 to 1982. The company's fine totaled \$2 million, plus \$140,000 in court costs, the largest amount ever levied under the Food, Drug and Cosmetic Act.

As a result of a class-action suit, the firm was ordered to pay an additional \$5 million to consumers and \$2.5 million in products to retailers.

Growing Child Research Review
Vol. 6 No. 4

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
Fridays	11:30 AM ET	8:30 AM PT

The Back Page



Warning on recliner chairs

Children who play on the raised leg rest of a recliner chair are in a dangerous position.

The Consumer Product Safety Commission reports a number of deaths and serious injuries to children from 12 to 36 months old who were climbing or playing on reclined chairs. The children were hurt when their heads got stuck in the opening between the chair seat and the leg rest and their own body weight forced the leg rest down.

The agency recommends that recliner chairs always be left in a closed and upright position and that children not be allowed to play on them.



More Growing Children

Edward William Portas (above) watches the camera rather than the elephants at the zoo. His sister, Natalie Jennifer, (above left), seems content with her stylish hat, while Kyle Gregory Williams (bottom left) snuggles up with his bear.

Consumer Handbook

Where do you turn for help when you have a question on how to get your dishwasher to work more efficiently or a problem with a new car that nobody seems able to fix?

There is a free publication that lists over 2,000 names and addresses of organizations to help you find answers to your questions and straighten out your consumer woes.

For a free copy of the Consumer Resource Handbook, write to Consumer Information Center, Pueblo, Colorado 81009.

Fun things to do in September

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

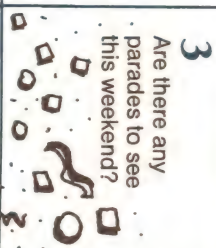
Growing Child
A Division of Lunn & Hargitt, Inc.

For children 6 months to 6 years



1
Plan a family outing for this weekend.

2
Go outside and just listen. What do you hear?



3
Are there any parades to see this weekend?

4
Give a friend a big hug.

5
LABOR DAY

6
What is your favorite fruit?



7
Gently tickle each other under the chin.

8
Toss buttons into a paper bag. Remember to always keep small pieces away from the younger ones.

9
Learn the words to "You Are My Sunshine."



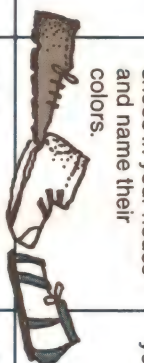
10
Create a special piece of artwork for your grandparents.

11
GRANDPARENTS DAY
Call or visit them.



12
ROSH HASHANAH

13
Make animal noises.



14
Look at the different shoes in your house and name their colors.

15
How do you spell your name?

16
Take a colander or strainer into the bathtub.

17
Play a game outside.

18
Take a nap—on someone else's bed!

19
Mickey Mouse's Birthday!
Celebrate with a piece of cheese.



20
Wear something red today.

21
YOM KIPPUR

22
How much do you weigh?



23
Sing a silly song.

24
Roll a ball; pitch a ball; kick a ball.

25
Are the leaves turning colors yet?



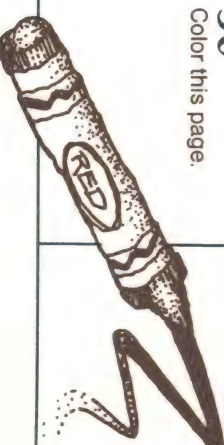
26
Johnny Appleseed's Birthday. Oh my, oh my, have a piece of apple pie!

27
Look for the number "4" in your house.

28
Put a brightly colored poster on the ceiling above your bed.

29
Practice washing and drying hands.

30
Color this page.



Tuesday treats brighten the week

By Janelle Diller

Two stay-at-home mothers plan weekly adventures to add excitement to their routine

How can parents build fresh enthusiasm into time with children?

Rather than hunt out sitters or trade children to find time away, my friend Annie and I discovered a way to make the hours with our children what they should be: fun!

We called our discovery Tuesday Treats. Every Tuesday, Annie and I planned an adventure — a treat — with our children.

It might be as simple as a trip to a local farmer's pumpkin patch for Halloween, or as elaborate as driving to a nearby city to a museum and a new kids restaurant.

We had only two rules but they were important ones. We had to leave the house at least for a portion of the time, and the activity had to appeal to preschoolers.

Within a matter of weeks, we were *all* hooked!

The children loved the new exploring, even though they approached it on different levels. Best of all, my friend and I found ourselves looking forward to Tuesdays as a day for us to do some new discovering, build our friendship, and gather a little more energy in our reserves for the days in between.

As our Tuesdays progressed, Annie and I established some unwritten guidelines that



seemed to help. If you decide to try for your own day of outings, they may give you a place to start.

- The day doesn't have to be expensive.

We had just as much fun at the local nature park as we had going to the city museum and eating out.

Another time we picked up several roll-ends of newsprint for a dollar each and went home to fingerprint our body outlines.

We often packed picnic lunches to lengthen our mornings out and always packed our own snacks.

Tuesdays could be as cheap as the gas to get there or as expensive as our budget would allow.

- The activity doesn't have to be out of the ordinary — just out of *your* ordinary.

One day we took the city bus downtown. Other days we went to parks or to the library, or our spouses' place of work.

We took short guided tours of a flower shop, a ready-mix concrete plant, a newspaper, and a dairy farm. Every corner of the country has a host of places that would whet the learning appetite

Continued on next page

In This Issue

Tuesday treats Page 1

Planning a regular adventure can put some fun in your life.

Roadway emergencies Page 3

Precautions for keeping small children safe.

Battle of spilt milk Page 4

Look behind the actions for the reason—it may surprise you!

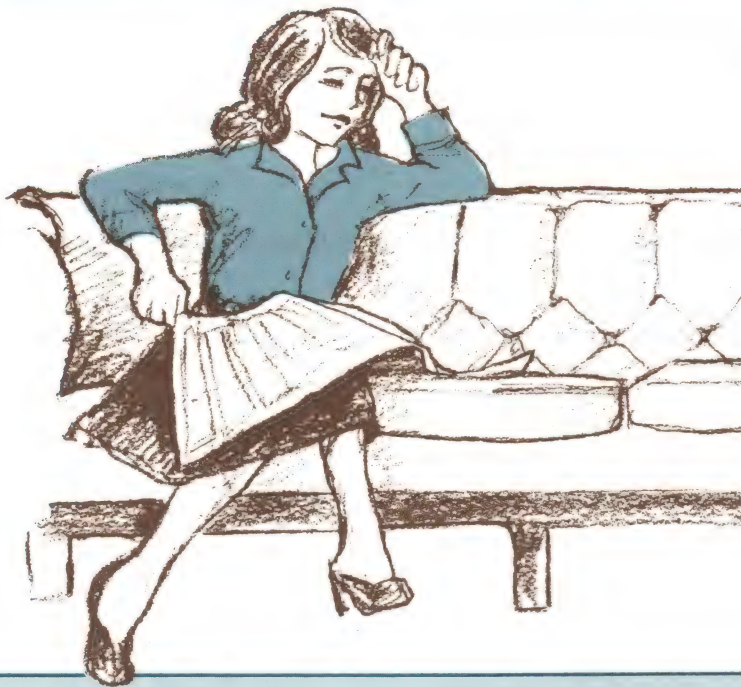
How to keep your babysitter happy Page 5

Guidelines for the care and feeding of babysitters.

Heirloom blocks from Growing Child Page 7

Calendar Page 8

Activities from six months to six years.



Some Suggestions to Get You Going

The Obvious:

Zoos

Parks — try some silly relays or a game of T-ball

Museums — DON'T turn up your nose, there are some *wonderful* ones out there; more and more of them are tuning into kids with hands-on displays

Local tourist attractions (there's a reason why they attract tourists, you know)

Libraries — many have storytelling hours

Kids restaurants

Movies, plays

Parades

Airports, train and bus stations — all the better if you can afford to ride!

The Not-So-Obvious:

Seasonal activities — pumpkin hunting, farmers' markets, mushroom hunting, Christmas tree buying

Sports — fishing, ice skating, biking, horse back riding, swimming

The Truly Obscure:

Tours of local businesses — you'd be amazed at how many have guided tours and how many more are willing. You may need a larger group, if so, invite more friends along. Do some calling!

Activities in nearby towns — call or write their Chambers of Commerce or local papers.

Many metropolitan areas have books that list, in depth, what's available to do. Any newspaper will give you additional ideas of what's happening that week or in the near future.

of any preschooler. Just because it doesn't seem very imaginative doesn't mean your kids won't love it.

- If you make a bad choice, leave.

We made an awful choice on one of our early Tuesdays. We went to a wildlife museum that had gotten rave reviews. Of course, no one who reviewed it had taken four preschoolers along.

- Don't expect perfectly behaved children, but do lay some ground rules that must be followed.

We made it clear that the children could not shout, run freely, or touch displays in museums, for example. We also made it a point to not expect such behavior two weeks in a row, but we also tried to challenge them to their best behavior at least occasionally. If the children are interested in what we are doing, they aren't disruptive.

- Let the children decide what's fun at any given place.

If they don't see what the thrill is in the nifty miniature supermarket but find great fun in calling each other in the room with thirty phones (and sixty kids), then let them do it. Remember: you're there for them. They'll decide what intrigues them and what they can learn from it.

- Set aside a specific day with someone.

Once we got into the routine of going out on Tuesdays, the day became sacred. I easily turned down other obligations because I didn't want it to interfere with our plans.

Annie and I enjoy the adult companionship and the excuse to spend a day together. Our kids enjoy the socializing on neutral turf — a real plus at that developmental stage.

Janelle Diller is a free-lance writer and full time mother of two boys.

Handling roadway emergencies to keep small passengers safe

By Janet Dengel

With today's mobile, busy lifestyle, mothers with small children spend a considerable amount of time behind the wheel driving to nursery school, day-care, appointments and work.

Being prepared to cope with a disabled vehicle is the best remedy to avert tragedy and gain confidence to drive safely.

The following suggestions are practical advice on the correct way to handle a roadway emergency, especially when small passengers are on board.

- Police stress that the safest thing to do is to pull over as far as possible to the right shoulder of the road to avoid being side-swiped.

Stay in the car, turn on the hazard lights, lock the doors, and await patrol.

- Don't leave your car unless a phone booth or gas station is within sight. If the weather is cold you can get frostbite and young children can get sick from overexposure to the heat or cold.

Also, another motorist could hit you if it is dark, if there is poor visibility, or just because they're not expecting pedestrians on the roadway.

- Always dress your child appropriately for the weather. The heat does not work for long in a stalled car and a child without mittens, a hat and heavy socks will lose body heat quickly.

Carry a blanket in the trunk for emergency situations.

Remember to dress appropriately yourself. Often mothers will dress their children warmly, but will run out without a jacket or gloves for themselves.

- Always travel with a full tank of gas. If the breakdown does not involve engine failure or a battery problem, you can run the heater.

Make sure the exhaust pipe is not blocked, leave a window opened a crack, and turn the ignition off every fifteen minutes or so to allow gas fumes to dissipate.

- Remain calm and your children will remain calm.

Keep youngsters and infants buckled in seat belts or car seats for their protection until help comes. Play word games, sing songs, or tell stories to keep their spirits high and keep their minds off your predicament.

Since small children hate to sit buckled in an unmoving car, an emergency supply of coloring books, crayons, playing cards or storybooks will help make the time pass quicker and keep them stationary while you await repairs or a tow.

- Keep a small bag in the trunk at all times with essentials for small children in case of an emergency.

Having an extra supply of diapers, bottles of juice, a comforting toy or blanket, and non-perishable snacks can make a big difference in keeping children comfortable and busy while awaiting help. Liquids are especially important on hot days to prevent faintness and nausea in a crowded, stifling car.

- To ensure that police are notified of your dilemma, keep a fold-up banner in your glove compartment which reads, 'PLEASE CALL THE POLICE.'

Sometimes local women's organizations sell these or you can make an inexpensive one with bright, florescent letters. This sign can be affixed to the back windshield of a vehicle to assure that other motorists know you need help.

- Other equipment that is useful in case of a breakdown are florescent triangles to place behind your car to mark the dis-



abled vehicle.

A flashlight is also indispensable to a motorist stranded in the dark.

- Consider purchasing a citizens band (CB) radio. If you do travel often, they are a guaranteed way to contact someone who can send help.

Joining an auto club also offers insurance that you don't have to abandon your vehicle or pay high towing charges.

- If you're going on a long trip, let someone know when you're leaving and when you expect to arrive.

Keep in contact by phone if you make any unscheduled stops or have unexpected delays.

- For everyday travel to your job, tell your boss or a co-worker to call your home or the sitter's house if you don't show up for

work within a reasonable amount of time.

If you can't be accounted for, and the road conditions are bad, they can contact the police.

Take the same route every day so they know where to look for you. For carpools, the other mothers in the group can become suspicious if their child is more than twenty to thirty minutes late. After calling the ballet studio or nursery school to make sure the group left on time, they can notify police to look for a stranded vehicle.

- Try to prevent a car breakdown in the first place by making sure tires, even the spare, are properly inflated, your battery is charged, and checking the oil and water.

Learn basic mechanics and safe operation of your car. Many adult schools offer inexpensive

courses for beginners on how to fix flats, change the oil and maintain a car.

- Follow the same advice we give our children: If a stranger offers you a ride, refuse it. In most instances, it is safer to ask a person who stops to drive to the nearest phone and contact the police for you.

- Lastly, keep in mind that other motorists, especially those with small children, may need your help. It only takes a few minutes to report a disabled vehicle to the police. Note the location, the make of the car, and the license plate number when notifying the authorities.

Janet Dengel is the mother of three children and a freelance writer who specializes in child care and family topics.

The Battle of the Spilt Milk

By Lynne Gensor

Splat!

Once again, my toddler had dumped his milk.

His grinning face announced the score as he splashed the mess on his highchair tray. He was winning, again.

It was the battle of the spilt milk. I would give him his cup and he would dump the milk on his tray. So I'd hold the cup, only allowing him to drink from it.

Despite my tactics, he always found a way to pour it. And then he'd play in it.

This eighteen-month old was determined to have the upper-hand and have his sloppy way. Finally, I took the case to a higher level — my mother-in-law.

Her line of reasoning was radical. She ignored the facts.

It mattered not that I was trying to raise a civilized human being who could eat at a table — perhaps even her table — with people. She discounted that this



child was playing a tug-of-war with me. She reasoned that he only wanted to play in something wet. That's all. Just splash.

Not likely, I countered. He had plenty of opportunities to play in water. His bathtime was a veritable haven for splashing.

But I was desperate, so I tested her theory.

Up onto a chair he went, standing close to the sink bordered with dinner dishes. Carefully the two of us maneuvered our way through the silverware. Through the pots and pans we sloshed.

It worked. In fact, it was almost uncanny. One time splashing through the dishes and that was the last time he played in his milk. Every day we washed dishes together and every mealtime he drank his cup of milk — with no mess.

I had been fighting a war that had never been declared, drawing battle lines when they weren't needed.

The issues at stake aren't always as straightforward as parents sometimes think. And sometimes, just sometimes, Grandma knows best.

Lynne Gensor is the mother of three children, none of whom splashes in milk anymore.

How to keep your babysitter happy

By Mary E. Maurer

Susan sighed heavily and sat down on the couch. "Mom, I don't think I want to babysit for Mrs. Barton anymore," she said. "Everytime I sit for her she leaves more work for me to do. And tonight she made me give Timmy his bath because she didn't have time. She knows he hates to take a bath. He was mad at me all night."

Finding an experienced, reliable babysitter for an afternoon or evening out is only the first step in a successful working relationship.

Keeping a babysitter happy is also important. The following guidelines will help create a pleasant atmosphere for your babysitter and consequently, for your child.

- Make the rules clear. Discuss the "house rules" and make sure that your babysitter understands what is important to you. Write down bedtimes, approved TV shows, preferred snacks.

Write down where you are going, when you will return, and at least three emergency numbers.

- Leave extra work for the sitter only if it is mutually agreeable and was discussed during the initial appointment call.

Don't wait until you're walking out the door to say, "Oh, by the way, would you unload the dishwasher." The babysitter's primary concern should be the child.

- Don't leave the "dirty work" for the sitter. If your child screams and kicks when he's given his cough syrup, don't expect the babysitter to handle the situation.

- Make sure you have correct change to pay the sitter. Don't pay by check unless you have made prior arrangements. Make



sure you pay your babysitter a reasonable rate for your area and your situation.

- Return on schedule. This is especially important if your child will still be awake when you get home. It is very difficult to keep an anxious child happy when he knows his parent is terribly late. If you are unavoidably delayed, call and let your sitter know when you will be home and pay her one and one-half times her usual rate for the overtime.

- Leave a snack for the babysitter and make the limitations clear. Instead of saying "there are cookies in the jar," leave some cookies on a plate and say "I left a plate of cookies here for you."

- Make it clear to your child that standard courtesy and house rules are in effect while the babysitter is in charge.

If it is necessary to relax a house rule for the night, make the exception and the reason clear. Do not say, in front of the child, "Oh, just let him do what-

ever he wants, we'll only be gone a couple of hours."

- Tell your child where you are going and when you will return, and then say "goodbye." Do not sneak away.

If you want to make sure the child has settled down, wait at least half an hour before calling home.

Most children stop crying within a few minutes of their parent's departure. A good babysitter will keep them too busy for tears.

- Be sure transportation arrangements are clear. If you are responsible for taking the sitter home, be sure you are sober and reliable. If you do not want to bother with transportation, hire an older sitter. Do not expect a babysitter's parents to provide transportation.

- Do not make last-minute cancellations. If an emergency arises and you must cancel, you should pay the babysitter a minimum two-hour fee. Treat your babysitter as an employee, not as a slave.

- If you find a babysitter who seems to have the qualities you need but lacks some experience, offer to pay for extra training. Most hospitals and/or city agencies offer a "super sitter" seminar of some type.

- Keep the lines of communication open. It is essential to develop a relationship of mutual affection and respect so that any problems which arise can be dealt with promptly.

A first-class babysitter can be difficult to find these days, so it becomes even more important for a parent to become a first-class employer.

Mary E. Maurer is a freelance writer who specializes in childcare and health topics. She is the mother of three teenagers and lives in Fresno, California.

Taking care of your caregiver

By Lynn Holland

If you work outside the home, one of the most important people in your life is your caregiver.

This person allows you to do what you do. You depend on her to be there, steady and responsible, every day.

It takes considerable time and energy to find a person you feel comfortable leaving your child with.

It takes an equal amount of time and energy to keep your relationship with her on a positive and steady keel — but it's time and energy well spent.

If she calls you in the morning and says she's unavailable for the day, your carefully choreographed schedule turns into a scramble for substitute care.

And if you aren't completely comfortable with her, worry about your child's well-being will mar your productivity at your work.

Keys to good relationship

The keys to a good relationship with your caregiver are respect, communication, and thoughtfulness.

In our society, unfortunately, childcare still ranks low on the scale of prestige positions. Childcare workers are too often underpaid and underappreciated.

They work long hours and rarely have job-related benefits such as health and life insurance, social security, workman's compensation, paid vacations, sick leave — things other full-time workers come to expect from their employers.

It is important that parents who use childcare outside their home treat the people who provide it as professionals.

This begins with an attitude of respect and appreciation. Quite

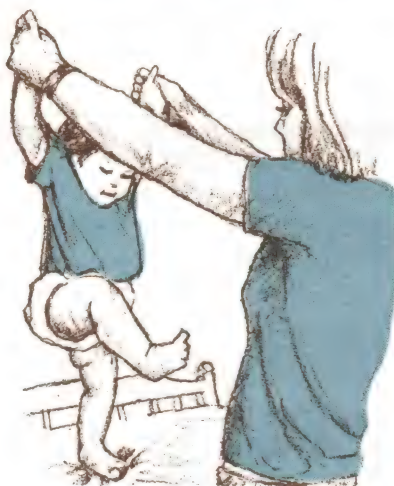
simply, you should treat your caregiver in the same way you want your employer to treat you: with fairness, adherence to policies, and prompt payments.

Perks don't hurt

Occasional unexpected perks help, too. A basket of flowers, a gift certificate — or best of all, a cash bonus, all tell her that you value her services.

So do words. I often comment on things my caregiver does or says. It's not hard: I tell her that I appreciate that she has taught my son to say "thank you."

I tell her that I appreciate that



she evens up the lopsided hair cuts I give him.

I tell her I appreciate her diplomacy when she refuses to say she's seen my daughter take her first steps but instead says, "Looks like Carolyn will be walking soon!"

Money matters

Caregivers must love children, but they also work for money.

After you have negotiated a salary, it is only fair to pay promptly and in full. In most cases holidays should be paid, as well as days when your child is sick or has other commitments.

Paid vacations and an annual increase are other ways to show your appreciation.

Other points

Some other points that caregivers appreciate:

- Bring clean children, bodies and clothes.
- Pack extra clothes and other necessities. Don't dress your child in fancy clothes and expect them to be clean at the end of the day.
- Make sure caregiver knows where you are at all times in case of emergency.
- Do not bring sick children. Make sure to tell your caregiver if your child comes in contact with any childhood diseases. Clearly label all medicines with child's name, time and amount of dosage.
- Be home, or pick children up on time.
- Presumably you will have come to an agreement on child-rearing styles and discipline before you hire your caregiver. After that, support and cooperate with her in disciplinary matters, so your child knows the rules and knows you will back them up.

Lynn Holland is Associate Editor of *Growing Parent*.

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
Fridays	11:30 AM ET	8:30 AM PT

DENNIS D. DUNN, PUBLISHER

Dear Subscribers:

This year we're doing something different for Christmas.

Currency exchange rates have increased the price of imported toys to the point where we feel we just cannot pass along the cost increases. So, we will not be offering a Holiday catalog this year. Instead we have some suggestions for Christmas purchases:

1. Use the *Growing Child* Plaything inserts as a guide for buying toys locally. Most discount stores offer good prices around Christmas. Purchase items you can't find locally from the Plaything inserts in each yellow *Growing Child* issue.
2. Shortly we will be mailing a *Child's Collection* catalog featuring an outstanding selection of children's books. Remember, it's never too early to introduce children to books—it can be a lifetime acquaintance.
3. Our special offer for the holidays is *Growing Child's Blocks in a Box*, an exclusive item designed especially for our customers. I'll let the brochure tell you about the blocks, but I must tell you my story.



Over 50 years ago my parents gave me a set of blocks. My dad built a box to hold the blocks from some wood he had at his shop. I still have the complete set.

The children in my family built castles, train tunnels, forts and many other things that children still build. More than one grandchild had to see how high the blocks could be stacked before they'd fall. The only rule my mother had was that whoever played with the blocks had to put them all away before bedtime.

As my family started to close up my mother's house recently, each of us selected a few mementoes...a vase from Grandmother's house, a coal bucket from Dad's office, a favorite photograph. When asked what they wanted, each grandchild asked for the blocks.

Last year I decided to reproduce this popular set of blocks that so many children played with and loved. After a long search, I finally found a small firm in Michigan who will make the blocks. Local craftsmen here in Lafayette will make the box and add a personalized name plate, if you prefer.

Because we can produce only a limited number of **Blocks in a Box** this year, it is necessary to order immediately. Call 317-423-2624 during regular business hours or 317-423-2627 in the evening. Your credit card will be charged at the time of shipment (November/early December).

If you could buy only one toy, a set of blocks would be the very best choice. Why? Blocks are the "ultimate" plaything because they're only pieces of wood until a child transforms them into original, imaginative playthings.

Fifty years from now I hope the toy your child remembers as his or her childhood favorite will be this set of blocks.

Sincerely,

Dennis Dunn

Fun things to do in October

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Growing Child

A Division of Dunn & Hargitt, Inc.

For children 6 months to 6 years



1
What color are your eyes? Look at them in the mirror.

2
Take a walk around your house outside. What color is it? Can you see inside the windows?

3
Climb up on Mom or Dad's lap for a knee ride.

4
Find three rocks. Line them up by size.

5
Give yourself a **BIG** hug.

6
Play peek-a-boo.

7
Stack measuring cups.

8
Take a ride around town on a bus.

9
Pretend your teddy bear is sick. What would you do?

10
Thanksgiving Day in Canada.
Columbus Day

11
Dance to some music.

12
Look at family photos.

13
Swing your arms in big circles.

14
How many teeth do you have?

15
Find some leaves to play in. Feel them—are they soft? Squishy? Hard?

16
Take a drive in the country. Look for trees with different colored leaves—or other signs of fall.

17
What sound does a cat make?
R-r-r-m!

18
Find a picture of an animal you've never seen.

19
Read a poem before bedtime.

20
Bend your knees sitting—standing—lying on the floor.

21
Cut a slice of bread with a cookie cutter and then put jelly on it.

22
Buy a funky pair of socks.



23
Have you picked out a pumpkin yet? Draw a picture using orange and black.
30

24
United Nations Day
Have a safe and happy Halloween!
31

25
Decorate your pumpkin using colored markers.

26
Plant flower bulbs for spring.

27
Have you been to the library this month?

28
Remember—a mask can often obstruct a child's vision—better to draw on a "face" with make-up.

29
How much does your pumpkin weigh?



Children and pets: A parent's primer for peaceful and safe relations

By Sally Grant

Is there a member of your family who isn't happy? Someone who mopes around with heavy sighs? Or perhaps has taken permanent residence under a bed?

If the individual in question has four legs, whiskers and a tail, it may be telling you by its behavior that it isn't sold on the idea of children in the family.

Pets and children have different relationships based on age. A crawling baby will drive some pets to biting while the same animal adores gentle stroking from a four-year-old. Given the proper training, most pets grow to love children.

Your goal is to foster good relations between child and animal. This can be accomplished by following these guidelines.

- Dispel jealousy by giving the pet special attention, preferably a few times each day.
- Protect pet from teasing children.
- Protect children from hostile animals. Remove pets who can't adjust.
- Provide basic pet care. Avoid disrupting the pet's schedule.

Dispel jealousy

If your once-mellow dog becomes whiny, barks more, needs to go in and out a dozen times a day and is not satisfied with a perfectly adequate amount of petting, he or she is probably

feeling insecure.

After the birth of our first child, our dog would stare at her water dish with an occasional quavery sigh. My husband or I would get a fresh bowl of water, she would lap up a tiny amount, then repeat the same behavior within 30 minutes. It was her way of demanding more attention.

If this is your problem, try making your pet the center of attention two or three times a day. Be sure to do it when the children are nearby and also when they are out of the room.

This way your cat or dog will realize the petting, playing and special treats will come regardless of the children.



Protect pets

Snapping jaws, growling or attempts to scratch are your pet's way of saying "Watch Out!"

Pets are hostile for two main reasons.

Either they are jealous or they have been pestered beyond their endurance.

Some dogs and cats relish being pummelled, gripped tightly, hugged or having their feet minutely examined by children.

Others will be angered and will lash out.

Whether your pet is mellow or

Continued on next page

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non-accommodating, it will benefit by learning one lesson: "When annoyed, leave."

Picture your dog sleeping soundly in front of the fireplace. A curious toddler approaches and painfully twists the animal's tail. Who would blame the dog for biting?

To avoid a tragedy, keep babies and pets apart until some framework is laid for a peaceful relationship.

Teach your dog or cat to move to another location when feeling bothered. This can be accomplished by telling your dog "Get Up" or "Move" when you see it becoming disgruntled. If the dog doesn't catch on, pull on its collar and remove it from the child's clutches.

After a few days of this training, the dog should get up and move to a "safe" place on its own.

Dogs are pack animals. They should regard their owners as dominant members of the pack and themselves as submissive. Obedience training will reinforce this desirable behavior. Once your dog fully respects you, he will honor your requests to be civil to children of all ages.

Cats are also possible to train. An annoyed cat usually retreats under a table or chair where it will proceed to scratch and bite all of the little hands and faces within reach.

Intercede by clapping your hands and hissing loudly, forcing the cat to run to a better hiding place, like under a bed or outside.

You do not want the animal to stand its ground. It must seek a safe haven. A cat will learn this behavior quickly.

Babies enjoy having you hold their hand flat and using it to stroke a pet. Toddlers respond to verbal cues such as "Be gentle" or "Easy."

If the child persists in being



mean to a pet, put the animal out of reach, perhaps in a bedroom or outside the house. Animals should not have to endure hair-pulling, pinching or other forms of cruelty.

Protect children

Even after teaching your pet "Get Up" you should always supervise pets and small children when they are together. An inquisitive baby twisting a tender ear could be the last straw for your pet.

An animal that consistently displays aggressive behavior after you have made a dedicated attempt to help it adjust should be removed. This is not an easy decision to make, but a severely-clawed or bitten child is not worth the risk.

Provide basic care

Avoid disrupting your pet's schedule. For instance, if you usually feed your dog twice a day, don't suddenly switch to serving one big meal a day. Try to find time to exercise your pet too. It is the high point in any animal's day.

Who cares for the pet?

Will caring for a pet teach a

child responsibility?

It might, but parents must be willing to continually remind their children to care for the pet.

A five-year-old girl I know received a cute French Lop rabbit for Easter. After a few days of smothering attention, the rabbit was largely neglected.

I found it in a dark basement, languishing in a urine-soaked cardboard box, with no nourishment except a head of spoiled lettuce.

What caused the problem?

The girl was too young to assume complete care of the rabbit. She was capable of feeding and watering her pet, but was not mature enough to do so without constant reminders from her parents. Their well-meaning plan turned into hardship for the rabbit.

Also, most children are not consistently gentle with animals until they are 2½ to 3 years old, so you may wish to postpone getting a pet until they turn three. Get new pets at a time when you can enjoy their antics and observe their personalities.

Sally A. Grant lives in Northern Idaho with her husband, two daughters and numerous pets.

Your parents as babysitters

By Patricia M. Intregila

Moments shared between most grandparents and grandchildren are often too short and too few. Babysitting can give your parents and children the opportunity to build precious memories.

Babysitting can be an enjoyable and rewarding experience for both your parents and your child if you give careful consideration to everyone's needs. Here are a few things to consider:

- **Think twice before asking.**

Don't impose on your parents' time when it is not necessary. Whether or not your parents are retired, their schedules are just as hectic as yours, and their time is just as valuable as yours.

Consider your parents' schedules before your own. If you sense that they already have plans (sometimes they'll be too nice to come right out and tell you) find another babysitter.

- **Choose your words carefully.**

Don't ask your parents to babysit your child in a tone that flatly assumes they will accommodate you.

Phrase your request in such a way that you give your parents the option of saying no without feeling guilty.

- **Give them sufficient notice.**

The more advance notice you can give the better, especially if you're asking them to babysit for an entire day or longer. Your parents need to plan ahead too.

- **Be specific about time.**

Tell your parents exactly when you would like them to babysit and try to be as accurate as possible when you estimate your

return. Don't tell them you'll be back by 11:00 PM and then return at 2:30 AM with no apology.

- **Carefully plan for your child's needs while you are away.**

Make sure your child is supplied with enough diapers, baby food, bottles, clothing, bedding, and other necessary supplies. And don't forget a few toys and books.

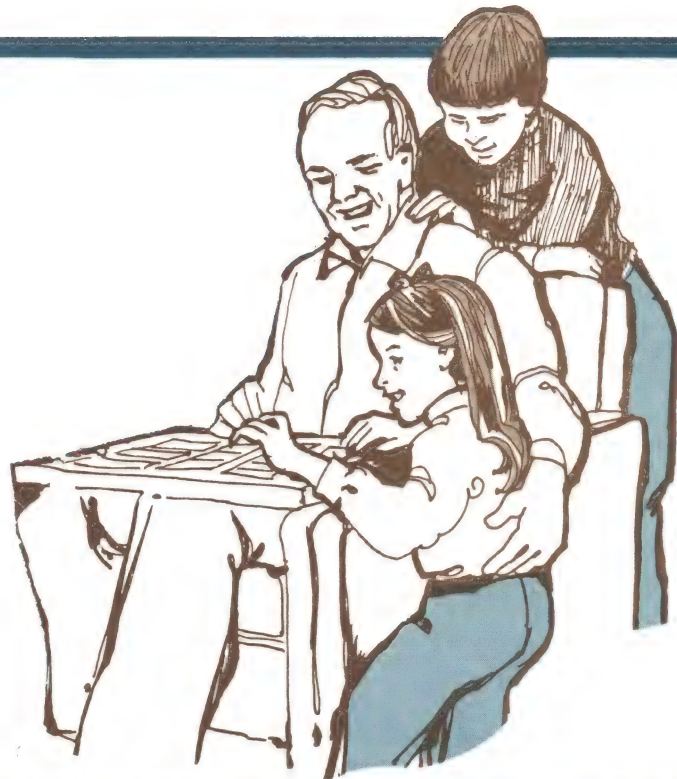
Show your parents the same consideration you would an outsider.

- **Remember to thank your parents.**

Always thank your parents for helping out. Feeling tired when you return from your night out or being pressed for time when you pick up your child is no excuse for forgetting to say thank you.

- **Compensate your parents.**

Many grandparents who occasionally babysit don't feel the need to be financially compensated. Of course, if you know in advance that your parents plan to take your child on an outing, it would be considerate to offer to pay for your child's expenses.



However, there are other ways of compensating your parents for their time. If your child stayed at your parents' house, help them get their house back in order when babysitting time is over. Just taking a few minutes to put things back where they belong is appreciated. It will give your parents the opportunity to sit and relax quietly for a few minutes after you've left.

Come up with your own ideas to assist your parents in other ways. The list is endless.

- **Have confidence in your parents' caretaking abilities.**

Avoid any unnecessary confrontation with your parents regarding differences in child rearing methods. Weigh the seriousness of the differences before you speak up. An occasional change in your child's schedule or habits won't disrupt his life. It is illogical and unfair of you to expect that your parents will care for and discipline your child exactly the same way that you do.

Patricia M. Intregila is the mother of two children and is a free-lance writer. Her work includes subjects ranging from business management to women and the family.

Visiting the child you left behind

By Mara Marin

It is a sad fact of life that when a divorce occurs one parent must leave a child.

It is a happier fact that while the marriage may be over, the relationship with the child need not be. Indeed there exists a golden opportunity to develop a strong, satisfying parent-child relationship.

The following suggestions may help.

Respect child's feelings

- Remember that the child may choose not to respond. Your child may be still hurting and angry or bitter and confused by your departure, so your best laid plans and attentions may pale next to the intensity of these feelings.

Time and continued effort may yield the desired result and, as the adult who left, it is up to you to try to attain it.

Be on time

- Be on time or early for your visits. The child will be anxiously awaiting your arrival and the anxiety of waiting is not pleasant.

If you're late the child may think you're not coming and the negative feelings this produces can sabotage your attempt to build a relationship.

Choose fun activities

- Choose an activity for the day that both of you will enjoy. The quality of the time spent together will influence your relationship and if you both are having a good time it will help you look forward to future visits.

Adhere to schedules

- If you're unable to stay the usual time, inform the child of this by phone or as soon as you arrive.

Since you can come and go as you please and the child cannot, the child is in a dependent position and you should make room for an emotional adjustment. Try to make up the lost time with an extra visit or a longer one next time.

Avoid nosiness

- Don't pry. Temptation to find out about the social life of your ex-spouse could be misinterpreted by the child as a sign that you might be considering reconciliation. It is often, if not always, the child's deepest desire to have the family reunited.

Notice changes

- Comment on any changes you see in your child so he can feel your interest in his development, but do not judge the changes you see. If you are upset, talk to your ex-spouse privately.

Share your life

- Talk to your child about your new life to make it real. You do not want to be a phantom who shows up magically at the appointed day and time and brings no signs of life outside your parent role.

Encourage visits to your home even if your child has to sleep on the couch. Having no room is not an excuse. It's cruel and unusual punishment.

Talk about feelings

- Discuss with your child changes you may be going through professionally or personally and encourage your child to talk about his feelings as well. Now, more than ever, you are in a position to develop a relationship based on mutual

respect and sharing since you are no longer in the chief authority role.

Have time alone

- Be sure to have sometime alone during your visit if the activity for the day has included other people. The deep longing to connect will otherwise surface later when neither of you will be able to do anything about it.

Limit gifts

- Bring or buy gifts only when it is appropriate. You can't use money to hide guilt or buy forgiveness.

Avoid criticism

- Do not use your child to vent feelings about your ex-spouse that should be said to your ex-spouse, your therapist or your best friend. Remember that your child is a child, no matter how sophisticated or mature, and asking him to divide his allegiance is a psychological dilemma that can cause a great deal of trauma.

Be available

- Reassure your child of your availability by phone or letter and make sure he knows how to contact you.

Say 'I love you'

- More than ever, remember to express your love and affection and your pride in your child. His confidence will need continuous boosting to assure him that your absence is no reflection on him.

Mara Marin has a Master's Degree in Education and writes articles on all phases of child development. She has been an educator, therapist and school administrator in public and state schools.

Teaching children about our precious earth

By Margo Liewen

Just as our children must learn to respect people and animals, they must also learn to respect the gifts of the earth.

Teaching them to conserve and protect our natural resources is the best way to establish these habits for life.

Conservation of water

- **Activity:** Teach children not to turn the faucet up "full blast" just to wash their hands.

- **Lesson:** Discuss how our water comes from rainfall, which fills rivers and lakes.

Conservation and recycling of paper products

- **Activity:** Use both sides of paper when practicing writing and drawing.

Save newspapers for a recycling center, church, synagogue, or school.

Parents may find this an inconvenience, but it takes only a few minutes a week to load them in the trunk of the car and drop them off when doing family errands.

Because of a constant surplus of paper grocery bags at our house, we habitually keep about ten bags in our car trunk in which groceries can be packed.

- **Lesson:** Children learn that paper comes from trees and that trees are beautiful and must be replenished. When paper is recycled, less trees need to be chopped down.

Children can also learn about charity if newspapers are being taken to a school, synagogue, or church.

If they are selling papers to a recycling center, they can learn that money can be earned by collecting a product that would otherwise be thrown away.

Aluminum cans

- **Activity:** Aluminum recycling machines that are scattered around our cities are fun for children to operate. They hear the cans crushing inside, wait while the machine weighs them, and after a few minutes, receive their money.

- **Lesson:** Kids learn economics, and parents can talk about how 90 percent of the energy required to make a new can from ore can be conserved by reusing ready aluminum. Enterprising children can ask relatives, friends, and neighbors to save aluminum cans for them.

Glass, Plastic Bottles, and other Metals

- **Activity:** Recycling centers are appearing for the acceptance of these items. Money is paid for the scrap value and for any deposits that may have been paid at the time of purchase.

- **Lesson:** Children learn that they are saving energy by enabling new glass to be made from old, rather than starting from sand, and that energy will be saved by reusing metals and plastics.

We find that it doesn't take much time to save glass, metals and plastics in a bag, load them and the kids in the car (when going to the grocery store, which we all frequent), and deposit them.

Littering

This subject is discussed in school and on television, but always needs mentioning, as evidenced by the looks of our community. Children need to know that the world is our backyard, and we would never litter our own backyard!

Saving natural resources for future generations is one way to show how much we really care about our children's future, our environment and our earth.

Diapers

Although this item is mostly for parents, children can learn too. Disposable diapers are made of paper and plastic. This translates to trees and oil.

The major producer of disposable diapers reports that over 16 billion disposable diapers are sold in the U.S. per year, which must mean that over 16 billion disposable diapers are dumped in our country each year. These are a health hazard to sanitation workers, since most people do not dispose of the solid waste in toilets, but instead into their garbage.

Disposable diapers are more expensive than washing cloth diapers or using a diaper service, and since diaper services now allow customers to simply drop the dirty diaper directly into the pail, cloth diapering has become just as convenient as disposable diapering.

Unfortunately, the multibillion dollar disposable diaper industry has spent millions of dollars advertising convenience, while diaper services have not advertised their innovations very well.

Saving natural resources for future generations is one way to show how much we really care about our children's future, our environment and our earth.

Margo Liewen practices dentistry in Los Angeles with her husband, is the mother of two sons, and is interested in environmental issues.

Research Briefs

Excerpts from child development research

Children of older parents recall negative feelings

Close to one-third of U.S. babies are now born to mothers 35 to 45 years old. Professional studies and many popular articles have examined women's reactions to late maternity, but little attention has been paid to children's reaction to older parents.

Interviews with 18 adults whose mothers were 35 to 52 years old at the time of their birth revealed that half felt their parents' age had a significant, and generally negative, effect on their growing up.

How they felt

Those who had felt "different" from children with younger parents mentioned:

- Appearance. Seeing their parents among their classmates' mothers and fathers, they felt a sense of sadness and shame. They were uncomfortable or embarrassed when told "your grandmother's waiting for you."

- Fear that their parents would die soon.

- Memories of loneliness and neglect as children. "Caboose" children, the late-born last offspring in the family, didn't suffer from this as much. Older siblings often doted on them and they sometimes ended up with "two mothers."

- A sense of shortened childhood. They felt they were expected to be "little adults" much too soon.

- Lack of grandparents, who had either died before their birth or soon after, left them with a feeling of lost generational continuity.

Inability to bridge a communications gap that was exacerbated by the parents' age.

- Some men mentioned missing out on rough and tumble childhood play with their fathers.

Although some subjects felt that their older parents were more stable and had more patience with them, many keenly felt a lack of family fun during their growing up years. As one man expressed it, "It's like they got all their enjoyment out of their systems before they settled down to a family."

Few felt that they had been placed under undue pressure to achieve, however, and these were mostly only children.

When the researcher, Monica B. Morris, an associate professor of sociology at California State University, Los Angeles, asked what older parents can do to keep close to their children, the subjects emphasized the importance of time and attention.

The children in this study wanted *quantities* of their parents' time—time devoted to the child's needs and interests, to building a sturdy, resilient sense of self-worth, security and stability.

Some suggestions

The grown-up children of older parents in this study ranged in age from 20 to 54 years old at the time they were interviewed. They had specific advice for today's older parents:

- Work to establish and maintain good rapport with your youngster at every stage of his or her development.

- Don't disregard the child's fear that you will die. Listen and reassure. Point out that people are living longer and staying healthy longer these days. But also assure the youngster that he will be well taken care of in any event and if he is curious, tell him who his guardian would be.

- Make a special effort to create a wide circle of friends and acquaintances of all ages and foster the child's relationship with them.

- Give the child a sense of community through shared group activities, hobbies, religious observances.

Research Review
Vol. 6, No. 4

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT
Fridays	11:30 AM ET	8:30 AM PT

Day care as usual for sick children?

When is an ailing child sick enough to be kept home from day care?

Center staffers and working mothers hold stricter views on this subject than pediatricians do, according to a survey.

Fever remains "the most common and consistent" criterion for excluding children from day care, medical researchers at University of North Carolina, Chapel Hill, point out.

Their survey of 302 day care staff members in 52 centers, 134 working mothers of day care children, and 69 pediatricians showed wide differences of opinion in the matter.

How hot?

While 35 percent of the day care workers considered a temperature of 99 degrees to be fever and cause for "immediate pick-up" of the child, only six percent of the physicians counted 99 degrees as fever and only two percent suggested sending the child home.

In fact, only 38 percent of the MDs recommended automatic exclusion of children with temperatures between 101 and 101.9 degrees, compared with 74 percent of day care staffers.

The doctors took temperatures of 102 degrees and above more seriously. Sixty-nine percent recommended keeping or sending the child home, compared with 97 percent of day care workers.

The working mothers were considerably less doctrinaire about automatic exclusion-for-fever than day care staffers, but were still much more impressed by fever as a serious symptom than the physicians were.

Too late

By the time a day care child shows fever, the damage has been done as far as spreading the infection to the other children, the researchers point out.

Sick kids can infect their classmates "before the onset of symptoms and days after the resolution of symptoms" as well as during the period when symptoms are in full blossom. Therefore, keeping feverish youngsters home "does not reduce the number of expected cases in other children."

Behavior is something else. Some kids feel and act really sick when they have even a low-grade fever, while others retain their get-up-

and-go even when they have high temperatures. "The same level of temperature alone may not identify the child who is too sick to be integrated well into the play group," Suzanne E. Landis, MD, MPH; Jo Anne L. Earp, ScD, and Michael Sharp, MD, remind in *Pediatrics*.

Value of bedrest

Neither child care workers nor mothers know a great deal about the way fever works and how illnesses are transmitted, they found, and both parents and professionals may have a misconception about the value of bedrest.

Other factors are involved as well.

Mothers may feel guilty about sending a feverish tot to the center, even though the child doesn't seem really sick.

Day care staffers may feel that their work load will be increased if the feverish youngster demands extra attention and "may also feel uncomfortable about monitoring a sick child for serious changes in health."

In addition, "they may be affected by the fact that they do not lose income when ill children are sent home," the team speculates.

Other symptoms

The study also examined eight additional symptoms used to determine whether a child should be excluded from day care—a fresh runny nose, a new cough, unusual crankiness, ear pain, sore throat, diarrhea, conjunctivitis, and skin rash.









Next to fever, diarrhea and conjunctivitis were the most common reasons for keeping or sending children home. Sixty-one percent of the day care workers surveyed suggested immediate pickup for children with diarrhea, and 64 percent were in favor of pickup for kids with conjunctivitis.

The doctors contacted in this study "rarely recommend sending children home for (any of the) symptoms or signs." Only 26 percent advised pickup for diarrhea and only 14 percent for conjunctivitis.

To fight fever phobia and other health misconceptions both day care personnel and mothers should be taught more about "the epidemiology of respiratory/conjunctival and low-grade febrile illnesses," the team concludes. It is also time for communities to explore the possibility of establishing special care programs for sick children.

Research Review
Vol. 6, No. 7

Fun things to do in November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Growing Child A Division of Dunn & Hargitt, Inc.</p> <p>For children 6 months to 6 years</p>						
<p>6</p> <p>Pull a long piece of string . . . around corners . . . have Youngster follow it.</p>	<p>7</p> <p>Set an alarm clock—hide it to go off for Youngster to find.</p>	<p>1</p> <p>Shine a flashlight around a dark room. Let Youngster follow the beam with his eyes.</p>	<p>2</p> <p>Play with a shape sorter.</p>	<p>3</p> <p>Plan a menu for tomorrow with Youngster's help.</p>	<p>4</p> <p>Kiss Mom and Dad 5 times each.</p>	<p>5</p> <p>Visit an airport. Watch the planes land and take off.</p>
<p>13</p> <p>If you mix yellow and blue paint, what color does it make?</p>	<p>14</p> <p>What happens if you cut up an apple and leave it out on the counter?</p>	<p>8</p> <p>ELECTION DAY</p> 	<p>9</p> <p>Look in the mirror—what color is Youngster's hair?</p>	<p>10</p> <p>Point to and name, "My nose," "Your nose," "My ear," "Your ear," . . .</p>	<p>11</p> <p>VETERAN'S DAY</p> 	<p>12</p> <p>Count Youngster's teeth.</p>
<p>20</p> 	<p>21</p> <p>Buy a new book for Youngster to keep in his permanent library.</p>	<p>15</p> <p>Look in the news-paper for something special to do this weekend.</p>	<p>16</p> <p>Go to the library and check out a record.</p>	<p>17</p> <p>Look at Youngster's first baby photos.</p>	<p>18</p> <p>Sing "Do-Re-Mi!"</p>	<p>19</p> <p>Bake some muffins and share them with a friend.</p>
<p>27</p> <p>Put bread crumbs outside for the birds and then watch them come eat.</p>	<p>28</p> <p>How many rugs are in your house?</p>	<p>22</p> <p>Trace your hand to make a turkey.</p> 	<p>23</p> <p>Name something for which you are thankful.</p>	<p>24</p> <p>THANKSGIVING DAY</p> 	<p>25</p> <p>Make turkey and cranberry sandwiches.</p>	<p>26</p> <p>Put some whipped cream on a tray and let Youngster "fingerprint."</p> 
<p>29</p> <p>Practice climbing up and down steps.</p> 	<p>30</p> <p>Lie on the floor and roll to your left and then to your right.</p>					

Sensible tips for children's winter wear

By Corrie Player

Exposed flesh freezes in seconds when the mercury shivers below zero — especially if winds blow.

This fact panics some parents, who bundle up their children so much that they can't even move.

However, many other parents ignore the dangers of sub-zero temperatures and chill factors. Under-dressing or over-dressing for the weather can have serious consequences.

I've lived in Alaska, California, and Oklahoma, and I've dressed my kids for all types of colds — from icy rain and fog to chill factors below minus 50 degrees. When you decide what to buy and how to dress your child this winter, remember these four points:

1. Chill factors, as well as temperatures, should be considered.
2. Loose clothing is warmer than tight clothing.
3. Several light layers are warmer than one heavy layer.
4. Dirt and dampness reduce insulating quality.

The term "chill factor" refers to how a person's body reacts to the climate.

The thermometer can read 20 degrees, but if a 20 mile an hour wind blows, a body will chill as if the temperature were - 10 degrees.

Loose clothing is warmer
Tight clothing, especially on



hands and feet, impedes circulation and hampers the body's ability to warm itself.

Boots which are too small or crammed with socks restrict blood flow to the toes. Frostbite is a real danger; and it can occur even if the rest of a child's body is warm.

Think layers

Layered clothing is warmest because air trapped between the layers acts as insulation. Layering also makes sense because layers can be added or taken off, depending on the temperatures.



Clean is also better

When I had six little kids to keep warm during Alaskan winters, I'd toss their snow suits and mittens into the dryer.

Washing was a chore I sometimes neglected, until I learned that winter clothes should be kept clean and free of perspiration. Dirt, as well as wetness, clogs the air spaces and reduces the cloth's protective qualities.

Dressing for WET COLD

In many parts of the country, rain and sleet are common

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Activities for children from six months to six years.	



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winter conditions. You need to shield your child against the wetness as much as the cold. Wet clothing will send a kid into hypothermia much faster than dry temperatures which are considerably colder.

Waterproof coats and boots, with an umbrella, are basic winter gear. When Oklahoma sleet blasted against our windows, I made sure everybody's coats came down far enough to protect their thighs.

If children walk to school or wait for a ride, their slickers or raincoats should come to the tops of their boots. Otherwise, they arrive at their destinations with wet bands around their legs. A sweater under the slicker and water repellent mittens keeps them warm enough for temperatures down to 30 degrees.

Most kids like to wear gloves, but gloves don't provide much real protection. Separate fingers are cold; when fingers are together, as in mittens, they warm each other.

Water-repellent nylon or plastic mittens with cuffs that come halfway up the forearm are best. For colder temperatures, line water repellent mittens with knit ones.

Wearing mittens and socks still wet from perspiration or snow is worse than going without. I stock up every year and buy at least two pair for each child. Some of my friends buy five or six pair, but they have fewer children.

A mitten and sock eating gnome habitats all households with children under 10. This gnome only samples *one* of each pair, however; never both.

Children's boutiques sell fancy clips for attaching mittens to coat cuffs, and infant mittens usually have long cords holding them together. That way, the kids lose both mittens at once and it's much less frustrating.

When I'm caught with every mitten in the house gone, I substitute a pair of knit socks: this trick works for any kids under six who want to play outside. Older kids wouldn't be caught dead with socks for mittens at school.

Dressing for DRY COLD

When snow crunches or ground hardens with frost, kids must be dressed warmly enough to avoid frostbite (burn-like skin damage caused by cold rather than heat), but not so warmly that their bodies overheat. When a child puts on too much clothing for the outside temperature, her

internal thermometer makes her sweat. The perspiration soaks her clothes and chills her.

A hooded snowsuit, fleece-lined boots, lightweight wool socks and quilted mittens keep kids comfortable in temperatures down to 10 degrees.

One-piece snowsuits are warmer and more comfortable for snow romping than two-piecers. Snow gets under the jacket in two-piece suits.

But two-piece suits have the advantage of being a jacket, plus snow pants which can be removed when the weather warms up. One-piece suits are more expensive, because they are outgrown more quickly. But if your child spends a lot of time outside, a one-piece suit is worth the extra expense.

Children's winter footwear can cost over \$100. When I was faced with that kind of expenditure for my bunch, I learned that a \$10 or \$15 pair of felt inserts in a pair of rubber overshoes worked as well as expensive boots. And it had the advantage of doing double duty. When warmer weather came, I took out the inserts and my children had overshoes for mud and rain.

If your child must walk a distance or stay outside for more than 15 minutes, be sure the liners and boots are roomy enough for you to add a pair of wool socks. When the child comes inside, pull out the liners and place them so they dry. If the liners stay inside the boots, they sog with perspiration, compress, and mildew.

Dressing for SUB-ZERO COLD

Sub-zero cold must be handled differently from other cold. Air needs to circulate freely through the layers or perspiration builds up. Avoid rubber, plastic, and other waterproof material.

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Not only must air move, but you risk discomfort and sickness if you breathe air at minus temperatures. Small children, especially, need protection from such cold.

Tie a knit scarf across the child's nose and mouth. Face masks protect a child's cheeks, nose and chin, which are the most vulnerable frostbite areas. They don't provide the "breath" protection, however, and should be worn in combination with a scarf when temperatures plummet.

You can take a baby from warm house to warm car if you cover his face with a light blanket. Three-sided zippered blankets are perfect, as long as they aren't slippery: nylon-covered quilts make holding a wiggly infant very tricky, especially if you are trying to pick your way across an icy sidewalk.

As baby gets older and stronger, be sure she can't expose her arms or legs. Until a child plays outside, she doesn't need a regular snowsuit. Blanket sleepers plus a knit hat and mittens, are perfectly adequate and much less expensive. Wrap the baby in an additional blanket for sojourns into lung-tingling air.

When you think about extreme cold, remember the Eskimos. Eskimo-style parkas remain your best protection against severe cold. The deep fur ruffs and long, loose coats warm the air with our body heat before you breathe it. Leather, fur, down, and other natural, porous material keep the air circulating and warm.

Corrie Player is the mother of eight children ranging in age from six to 22. Her articles about children and families have appeared in several national magazines. She holds a master's degree in education and English from Stanford University and teaches writing in public and private schools.



Handy Tips For Winter Wear

1. Use several layers, i.e.: thermal undershirt, long-sleeved cotton knit shirt, sweater, jacket.
2. Temperatures and chill factors should dictate the number of layers.
3. If temperatures are *above* 0 degrees, the outside layer should be water proof or repellent.
4. Below zero layering should be material that breathes: leather, cotton, down, fur.
5. Fit layers loosely into each other; stuffing or packing a kid into clothes negates the layering effect. Check frequently for size changes.
6. Keep clothes clean and dry; dampness and dirt clog insulating air spaces.
7. Warm heads mean warm feet; 70% of body heat escapes out the head.
8. Cut your winter bills by using your imagination: blanket-weight sleepers, a size larger than usual, keep kids warm as expensive snow suits. Galoshes with removable, insulated liners are less expensive than "snowmobile" or "bunny" boots, and work as well, except at extreme temperatures.
9. Avoid over-dressing your child. Sweating under heavy clothes is as uncomfortable as shivering in scanty clothes.
10. Big kids would rather freeze than appear in something "gross" or "lame." Parents need patient, devious minds to cope.

Choose children's toys with an eye to age, skills, interest, need

By Lisa Walton

Children love to play — they enjoy it just as adults enjoy golfing, reading, or cooking.

But playing is not just fun. It also helps children develop their minds, bodies, and personalities. Therefore, the toys you select for your child should develop his skills, expand his horizons, and complement his environment, as well as appeal to his sense of fun.

Here are some guidelines for choosing toys wisely, based on age and developmental needs of youngsters within specific age groups. Many of these toys can be made from household items, or from inexpensive materials purchased in a variety store.



Infants

Everything an infant encounters is a new experience. From these encounters he learns about himself and the world around him. This learning is the infant's form of play.

One of the first things babies do is become aware of their bodies. They need toys to build physical skills — playthings to hold, look at, and listen to. There should be a variety of shapes, sizes, colors, and materials to stimulate the senses of touch, sight, sound, and smell. These might include:

- Safe toys to mouth and teethe on

- Toys to grasp and squeeze
 - Rattles
 - Clutch ball
 - Toys for the bath
 - Small plastic cups that nest and stack
 - A "busy box"
 - Plastic bowls
 - An unbreakable mirror
 - Floor toys that encourage crawling
 - Toys to "swing" or "bat at"
- "Simple" is a key word to remember in choosing toys for the very young. Children do not yet have a need for playthings which are elaborate or complex.

One-year-olds

This is the age of new mobility and independence. One-year-olds are separate individuals, impatient to learn and find out "why." They're curious adventurers, yet they aren't ready for fantasy or imagination. They need toys that deal with the real world.

This is the ever-exploring "pots and pans" age. One-year-olds need toys to take apart and put together, parts to screw and unscrew, put on and take off, throw and drop, stack and unstack. For example:

- Pull and push toys
- Small lightweight blocks
- A soft, safe ball
- Sand and water toys
- Pop beads
- Plastic links
- A toy drum or safe pounding toy
- A first shape-sorter
- A first puzzle
- Toys to push on the floor when crawling
- Imitation toys such as a telephone or housekeeping toys
- Simple, "holdable" dolls



Two-year-olds

Two-year-olds are developing their minds and bodies, so they need challenging toys for learning. They need toys to build large and small muscles, to teach concepts like in, out, over, under, up, down. Two-year-olds have gone from simple imitation to actual make-believe play. Give them:

- Large beads to string
- Fingerpaint
- Rhythm instruments
- A riding toy
- A pull wagon
- A rocking horse
- Toys to teach dressing skills
- A chalkboard and chalk
- A basic train
- Simple object puzzles
- A small table and chair set





Three-year-olds

The third year holds a lot of changes. Children go from simply knowing something to understanding it. Their minds are sharper and they are better coordinated physically. They need toys to complement these skills. Threes should have toys for outdoor as well as indoor play, and items that require them to "think" about what they are doing. Try:

- Large blocks, block play accessories, and construction toys
- Puppets
- Board games and games that involve problem-solving
- Toys that teach colors, sizes, shapes, and math concepts
- Three-dimensional puzzles and games
- A see-saw
- A tricycle

Four-year-olds

If not already in preschool, four-year-olds are close to starting school. They need toys to prepare them for kindergarten. These are items with more abstract concepts, ones that appeal to specific tastes and inter-

ests, and playthings that inspire creativity and imagination. For example:

- Playthings with reading, writing, or number concepts
- Art supplies
- Construction toys
- A hop-scotch board
- Games that involve color, shape, and size matching
- Board games
- A scrapbook to make and keep
- A small sled
- More "complex" sand and water toys



Five-year-olds

Five-year-olds are eager to learn. They need toys that let them use their own physical and mental talents, school-readiness items, and their own personal belongings — whether they be toys, clothing, or possessions. Five-year-olds like:

- Sport toys such as a softball and bat, kickball, roller skates or bicycle (training wheels, too)
- Play settings with miniature characters and objects
- Clay
- Woodworking materials
- Writing paper and markers
- Toys to start special "collections"
- A puppet theatre
- Gardening toys
- A jump rope
- A first jigsaw puzzle
- Personal wallet, purse, brush, and comb
- A tape recorder



All ages

All children, regardless of age, need playthings to build physical, mental, language, emotional, and social skills. Some toys will appeal to children of all ages. These include music-related items, plush toys, and books.

For children two years and up, a well-rounded toy selection should also include playthings from each of the following groups:

- Pretend/dress-up play
- Arts and crafts
- Blocks
- Science and nature
- Outdoor toys
- Puzzles, games, and construction toys

Regardless of your child's age, quality should always come before quantity.

As children grow, they are ready, willing and able to learn. They need toys to be able to practice their ever-developing skills. Always remember when choosing toys that all playthings need to meet strict safety standards and they should be versatile, stimulating, age-appropriate, and actively involve the child. And of course, be sure they are fun!

Lisa Walton has a BS degree in Child Development and Family Studies from Purdue University. She is involved in the evaluation and selection of toys for Growing Child catalogs.

Research Briefs

Excerpts from child development research

Will circumcision make a comeback?

In 1975 the American Academy of Pediatrics formally stated that "there is no absolute medical indication for routine circumcision of the newborn."

Recent research findings may persuade the organization to reverse its position.

According to a large-scale study, the incidence of urinary tract infections in boys has risen during the last decade, as the number of newborn males circumcised declined from 85 to 70 percent.

Basing their conclusion on the records of 427,698 infants born at U.S. Army Hospitals, researchers report that boys now have a higher rate of urinary tract infections than girls, and that uncircumcised boys risk of such infections is 11 times greater than that of their circumcised counterparts.

More problems

Another longitudinal study followed the medical histories of more than 500 boys from birth to age 8 and found that those who were not circumcised "had experienced more than 1.5 times the penile problems" as circumcised boys.

Although the great majority of the problems were relatively minor and most were resolved after a single medical consultation, the number of penile problems increased steadily as the uncircumcised boys grew older.

The opposite was true for circumcised boys, who initially had more difficulty but whose penile problems decreased as they grew up, the New Zealand research team reported.

New evidence

In addition, Tulane University urologist James A. Roberts recently presented new evidence that the foreskin harbors bacteria which travel from there through the urinary tract to the kidneys.

Growing Child Research Review
Vol. 6, No. 6

Parents expect more from C-section babies

Mothers and fathers tend to expect a C-section child to get A's in life, sociologists report. Children who traveled here by the traditional route are given more leeway.

A survey of more than 300 parents of first-graders showed that the one factor that best predicted parental faith in their offspring's superior ability was the child's manner of arrival. Youngsters who were delivered by Caesarean section were considered special from the start.

"Perhaps because their parents believed that they had more ability," the C-section six-year-olds in the study did indeed receive higher marks in school, although their scores on the California Achievement Test corresponded with those of other children, the Johns Hopkins University researchers note in *Developmental Psychology*.

Doris R. Entwistle and Karl L. Alexander point out that their findings gibe with earlier research results showing that C-section parents had more positive feelings about their infants during the first year of life. The conviction that C-section babies have a higher potential may be linked with the larger financial investment and unusual emotional and physical adjustments such deliveries entail.

Growing Child Research Review
Vol. 6, No. 8

These brief reports are presented to add to readers' general knowledge of research being done in the child development field. Inclusion of an item does not imply that Growing Child recommends any particular practice, theory, or finding.

The American Baby TV Show

On CBN Cable Network

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The Back Page

Dr. Bob

Warning: Baby equipment can be dangerous

Over the years numerous devices have been developed to entertain or quiet infants and still keep them confined.

All of these were thought to be safe when first introduced, but experience has shown that each can be very dangerous in its own way. This column will alert you to these hazards.

Infant seats

Infant seats are designed to keep the infant in a semi-sitting position, and also allow him to be near the action.

This seems to be ideal for the very young child who is not active, turning, and kicking. However, once these activities begin to develop it is possible for the infant to flip himself from the seat or, even if strapped into it, tip it over.

Even worse, if on an elevated area, he could fall to the floor. Countless facial and skull fractures have occurred in this manner.

To avoid such injuries, follow these guidelines:

- Use infant seats only with youngsters who are less than eight months old or non-sitting, and who cannot kick or move forcefully enough to turn the seat over.
- Always strap the child into the seat.
- Never place the infant seat above the floor level or near sharp-edged furniture against which the child might fall.
- Never use the infant seat as a car seat.

Swings

Several types of infant swings are available. Some have their own framework and may be automatically operated by a spring-drive motor.

Once again, these become dangerous as the infant grows large enough to flip himself

from the seat. Care must also be taken to avoid placing the device where the child may hit an object as he swings.

Jump or bounce seats

These are used as a combination swing and bouncing or jumping device. Frequently they are supported by a tension bar placed in a door frame.

The child, in a bucket-type canvas seat, has his feet just touching the floor. As he kicks, he lifts himself off the floor and as he "falls," springs attached to the supporting strap and bar stretch and recoil giving him a jumping, swinging action.

These are extremely dangerous because the swinging motion can throw the infant against the door frame causing head or shoulder injury.

Also, occasionally the supporting bar loosens and drops the infant to the floor and the bar can strike him on the head.

Walkers

Walkers usually are canvas or plastic bucket seats attached to a framework that rests on wheels. These are supposed to help "teach" the young infant to walk.

In reality, they do not do this and actually may delay the development of that skill. Numerous serious injuries have occurred when infants in walkers have kicked themselves to the top of a flight of stairs and then tumbled down.




Other injuries occur when an infant propels himself at high speed across a slick, waxed floor and forcefully strikes a wall or a piece of furniture, flipping his head or shoulder against it.

Walkers are so dangerous that the American Academy of Pediatrics has issued a special warning concerning the dangers of their use.

So, although the baby may enjoy any of these devices, they must be used with great caution.

Robert E. Hannemann, M.D.

Fun things to do in December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
 <p>Growing Child A Division of Dunn & Hargitt, Inc. For children 6 months to 6 years</p>						
4 Happy Hanukkah! 	5 Walt Disney's birthday. Sing the Mouseketeer song and have a piece of cheese.	6 Potato pancakes for supper. Name the ingredients.	7 Make snowflakes—fold paper and cut out triangles and circles. 	8 Go through the house and find things that are in pairs.	9 When you're out shopping, close your eyes and listen. What do you hear?	10 Donate canned goods to a charity. Explain to Youngster why you do this. 
11 Take a drive and look for: a snowman, nativity scene, ice skaters, and winter birds.	12 A leftover egg carton can be a boat in the bathtub. 	13 Give Youngster two safe aluminum pie tins to bang together.	14 Put pudding or whipped cream on Baby's high chair tray and let him/her "go at it!"	15 Kiss Mommy and Daddy under the mistletoe! 	16 Read THE POLAR EXPRESS, by Chris Van Allsburg.	17 Summer Fun! Lay a colorful blanket on the floor, put on some funky clothes, and play with a beach ball.
18 Make a homemade holiday greeting to send to a special friend or relative.	19 Draw a Christmas picture on a small paper plate. Date it and hang on the tree.	20 Leftover ribbon is an inexpensive toy. Adults supervise young ones.	21 Sing Christmas carols. What is your favorite song? 	22 Name the colors on the wrapping paper on packages under the tree.	23 Wear red and green and a smile today.	24 Read 'Twas THE NIGHT BEFORE CHRISTMAS. 
25 Merry Christmas! 	26 Sleep late, eat leftovers, and thank everyone for the gifts you received.	27 Give Youngster leftover wrapping paper to color.	28 Walk outside in the snow and look at your footprints.	29 Play hide-and-seek with the whole family.	30 Practice saying your name out loud—Mary—Ann—Smith.	31 Growing Child wishes you a happy and blessed new year!